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Canadian Home Economics Journal

Revue canadienne d'économie familiale

Summer / Été 1995
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No. 3

L'Économie Familiale et Sociale

Unasked Questions of Design and Technology

Professional Commitment: An Analysis of Meaning

Gender Equity and Secondary School Text Books

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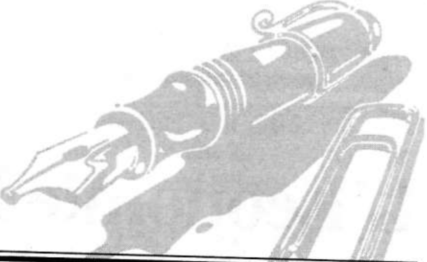
From the Editors
Mot des éditeurs



The cover of this summer issue certainly paints a picture of action. It also makes the point brought out in the research reported by Hayibor and Peterat that it's the male who is portrayed as "where it's at." The call of the authors in this issue is for all of us, as persons educated in home economics/human ecology and committed to its goals and mission, to not sit passively watching, but join the action.

Historically, as production has moved out of the household, specializations related to families' everyday needs have followed. The professional practice of these specialties, differing from home economics education, as Frances Smith points out, is in a milieu seemingly removed from the home and working only with a part of the whole. However, authors Gentzler, Smith, and Goncet each speak on behalf of re-integration of the specialties into the whole that is home economics/human ecology. The integration of home economics/family studies into a curriculum of "Design and Technology," discussed by Annabelle Slocum, raises an old and recurring question. In her outward-reaching stance, she points out the strengths home economics can contribute and emphasizes the importance of the questions that home economics can raise concerning relationships and meanings of technology.

Odette Goncet also speaks of the important role that an integrated, interconnected profession plays world-wide. In fact she states that the future well-being of the planet is in our hands. This is an overwhelming responsibility, yet it starts with small actions. For example, this issue's "On the Job" tells how a Canadian home economist, Kari Quraeshi, was primarily responsible for seizing the idea for an International Year of the Family and carrying it, not single-handedly, she says, but with a group of like-minded people committed to action, from the local level up through CHEA to IFHE and the UN.

It is a requirement of the age to be political. Doris Badir states in a chapter in *Youth, Family and Household* (reviewed in this issue) that we must overcome lethargy, get out of our home economics "ghetto," and develop outward connectedness. Sue McGregor describes the political process of the management of social change. If our mission and values are not those of some politicians, we must at least get them on the table for discussion and debate. Actions will meet opposition but the rewards are real. The recent problems caused by the China Organizing Committee with respect to the site for the NGO Forum in Beijing and the acceptance of registered participants provide a case in point. A June 8 report from Irene Santiago, Executive Director of the NGO Forum on Women '95, states that major concessions have been made by the China Organizing Committee. She says, "Women stood in solidarity and demanded to be taken seriously by the world community."

We can carry the practice of home economics into our own families as much as into the far corners of the world. In this in-between time of summer, vacation gives a space to dream, to re-create ourselves. The shift from paid work for a short respite gives more time for family. Families need attention, affection, and love. Happy holidays!

J. Estelle Reddin, Editor

La page couverture de ce numéro d'été présente certainement une image d'action. Il illustre aussi les conclusions de recherches rapportées par Hayibor et Peterat qui indiquent que ce sont les hommes qui sont représentés comme étant dans le feu de l'action. Les auteures de ce présent numéro nous encouragent tous, en tant que personnes formées en économie familiale / écologie humaine et engagées à ses buts et à sa mission, à ne pas rester passivement assis mais plutôt à passer à l'action.

Au cours des années, à mesure que la production s'est distancée du milieu familial, des spécialisations reliées aux besoins quotidiens des familles se sont développées. La pratique de ces professions spécialisées, comme le souligne Smith, diffère de l'enseignement en économie familiale, puisqu'elle se fait, dans un milieu qui semble être séparé du foyer et ne fait appel qu'à certaines parties d'un tout. Cependant, les auteures Gentzler, Smith et Goncet préconisent une ré-intégration de ces spécialités à l'ensemble que forme l'économie familiale / écologie humaine.

L'intégration de l'économie familiale/études familiales à un programme de cours en "Dessin et Technologie", dont discute Annabelle Slocum, soulève une question qui n'est pas nouvelle et qui revient sans cesse. En présentant une perspective élargie, elle indique comment l'économie familiale peut contribuer et souligne l'importance des questions que l'économie familiale peut soulever quant aux rapports et aux significations de la technologie.

Odette Goncet parle aussi de l'importance du rôle joué, partout dans le monde, par une profession intégrée et interreliée. De fait, elle déclare que le futur bien-être de la planète est entre nos mains. Ceci est une responsabilité très lourde et pourtant c'est par des actes spécifiques que ça commence. Par exemple, la rubrique "Au travail" de ce numéro rapporte comment une économiste familiale canadienne, Kari Quraeshi, a été principalement responsable de prendre l'idée d'une Année internationale de la Famille et, pas seule dit-elle, mais avec un groupe de personnes qui pensaient comme elle et qui étaient activement engagées, de mener cette idée du niveau local, à l'ACEF, puis à la FIEF, jusqu'à l'ONU.

C'est une exigence de notre époque que d'être politique. Doris Badir, dans un chapitre de *Youth, Family and Household* (livre dont on fait le compte rendu dans ce numéro), dit qu'il faut sortir de notre léthargie, sortir du "ghetto" de l'économie familiale et créer des liens avec les autres. Sue McGregor décrit le processus politique de la gestion du changement social. Si notre mission et nos valeurs ne sont pas les mêmes que ceux de certains politiciens, nous devons au moins en discuter et les débattre avec eux. Quand on agit, cela crée de l'opposition, mais cela donne aussi de vrais avantages. Les récents problèmes causés par le Comité organisateur de Chine quant à l'emplacement du Forum des ONG à Beijing et à l'acceptation de participants inscrits en est un bon exemple. La directrice exécutive du Forum '95 des ONG, Irène Santiago, dans un rapport daté du 8 juin, indique que le comité organisateur a fait des concessions majeures. Elle dit: Les femmes sont restées solidaires et ont exigé que la communauté mondiale les prennent au sérieux.

Nous pouvons amener la pratique de l'économie familiale dans nos familles autant que dans les quatre coins du monde. Pendant cette période de l'été, les vacances donnent l'occasion de rêver, de se divertir. Une halte dans le travail rémunéré nous donne un bref répit et plus de temps pour la famille. La famille a besoin d'attention, d'affection et d'amour. Bonnes vacances!

J. Estelle Reddin, Rédactrice

L'Économie Familiale et Sociale: Une Éducation pour le Bien-Être

Odette Goncet

Oui, 1994 a été proclamée «Année Internationale de la Famille!» Oui, le monde entier, sous l'égide des Nations Unies, s'interroge sur le présent et le futur de cette cellule de base de la société des hommes qu'est la famille. À la lumière du passé et du présent, comment prévoir l'avenir de la famille, c'est-à-dire l'avenir de notre espèce? Il n'est pas sûr que la réflexion soit beaucoup plus avancée au 31 décembre 1994 qu'elle l'est aujourd'hui. Du moins l'effort collectif mondial aura-t-il peut- être amené à une prise de conscience plus exacte des problèmes et des défis auxquels nos sociétés diverses, celles du nord comme celles du sud, ont à faire face.

Comme il est impossible, en une brève conférence, de donner un aperçu de la complexité, j'ai choisi d'axer mon propos sur deux thèmes qui relèvent très directement des programmes d'enseignement et d'éducation de l'économie familiale et sociale: j'entends l'acte de se nourrir pour perdurer dans l'existence, puis l'acte d'apprendre à se bien nourrir pour vivre en bonne santé, d'éviter, s'il se peut, certaines maladies, tout cela complété par une éducation sanitaire plus large et plus précise, à la fois, en vue de la prévention, de la guérison et de la réhabilitation. En vue aussi d'éviter le vieillissement accéléré, même s'il n'est pas possible d'éviter l'échéance inéluctable de la mort.

Ces disciplines sont des disciplines traditionnelles de l'économie familiale, les moins contestées, même si, avec l'apparition des diététiciens et diététiciennes, une querelle s'est installée au sujet des niveaux de compétence et des domaines d'intervention. Mais l'économie familiale a l'habitude de ce genre de querelle. Elle a connu les mêmes conflits avec les assistants sociaux, avec les spécialistes de la consommation, etc... Au lieu de développer une complémentarité indispensable on s'est souvent perdu et on se perd encore en batailles de chapelles.

J'avertis donc que je ne m'exprimerai pas ici en diététicienne, non plus qu'en agent de santé. Je ne ferai pas un exposé scientifique, simplement je voudrais rappeler quelques vérités simples, ouvrir quelques pistes et conforter si nécessaire les spécialistes de l'Économie Familiale dans ce que leur mission éducative a d'irremplaçable.

Je voudrais rappeler un extrait de notre déclaration sur la mission de la FIEF: «l'E.S.F. est au service des populations.» C'est pourquoi les informations obtenues par les types d'enquêtes en usage dans les sciences naturelles exactes, bien qu'essentielles ne sont pas suffisantes. Car il s'agit d'aider des êtres humains dans leurs rapports avec la société. Les préoccupations permanentes des Économistes familiales ne relèvent pas simplement du domaine des problèmes techniques, pour lesquels, une fois énoncés clairement, on trouve des solutions simples et concrètes. Mais plutôt, les Économistes familiales prennent en considération la dimension éthique et morale des problèmes humains et les solutions à leur apporter. Par exemple, le problème de la faim peut être traité comme un problème technique de la nutrition - «Comment peut-on satisfaire sa propre faim?»

Abstract

In this article, the author discusses the complexity and the importance of education in the field of home economics/human ecology. She stresses the need for a role for home economics in finding solutions to the ethical and moral problems confronting society today. She describes several examples from her experience of the value of home economics education in various regions of the world. She notes that it is indeed a heavy responsibility in terms of educating society, but it is her belief that the knowledge, work, and commitment of home economists is essential to the well-being of the planet.

Résumé

Dans cet exposé, l'auteure présente une réflexion sur la complexité du rôle des programmes d'enseignement et d'éducation en économie familiale et sociale. Elle souligne l'importance qu'accorde l'économie familiale et sociale à la dimension éthique et morale des problèmes humains et les solutions à leur apporter. Elle conclut en ajoutant que les professionnels ont la lourde responsabilité d'assurer une éducation à la société comme mesure indispensable à la prévention de nombreux problèmes sociaux, de santé ou d'assistance aux familles en difficulté.

The Auteure

Odette Goncet détient un doctorat de l'Université de la Sorbonne de Paris. Elle était secrétaire générale de la Fédération internationale pour l'économie familiale lorsqu'elle a prononcé le discours-programme au Congrès de l'ACEF de 1994, à Québec, dont le thème était «La famille, coeur de la société».

The Author

Odette Goncet has been Secretary-General of the International Federation for Home Economics for the past twenty years. This paper was presented as her keynote address to the Congrès 1994 de l'ACEF/CHEA Conference 1994 in Quebec. Its theme was "The Family, Heart of Society."

Mais les Économistes Familiales estiment que la faim entre dans une problématique humaine beaucoup plus large. Le problème de la faim soulève, en plus des solutions techniques de nutrition, des questions éthiques telles que «Que devrait-on manger?» ou «Comment les ressources alimentaires doivent-elles être réparties?» Ces questions qui posent le problème du passage du «conditionnel à l'impératif» doivent être résolues en tenant compte des aspects pratiques, éthiques ou moraux. La solution de tels problèmes nécessite une connaissance scientifique approfondie, une expérience, une philosophie et une déontologie, pour guider l'action, la réflexion et le jugement».

Une première constatation s'impose: l'être humain, pas plus que l'animal ou la plante, ne peut survivre à la privation de nourriture appropriée. L'une des premières fonctions de la famille, de la mère au premier chef, puis du père «gagneur du pain quotidien,» a été d'assurer cette nourriture. La mère allaite son enfant, puis vient la rupture dangereuse du sevrage. L'on sait que le petit enfant des pays en développement et des pays les moins avancés est en danger de mort au moment du sevrage. Plus d'immunité obtenue par la mère! carences de tous ordres, et essentiellement protéique! Il faut tout le génie humain pour trouver dans son environnement, et pour produire la nourriture indispensable à la survie de l'espèce et à son développement physique et intellectuel. Le pourcentage de la mort par malnutrition pour les jeunes enfants reste considérable en cette fin du XXème siècle. Quelques chiffres: Sur cette terre

800 millions d'hommes souffrent de malnutrition,

500 millions sont sous-alimentés,

500 millions sont condamnés à mourir de faim d'ici l'an 2000, sur 800 millions d'enfants dans les pays en voie de développement, 2/3 seront frappés de maladies ou d'incapacités dues à la malnutrition.

L'UNICEF estime que 40,000 enfants meurent chaque jour de malnutrition. Notons que la disponibilité en protéines est de 90 g par jour et par habitant dans les pays industrialisés alors qu'elle n'est que de 57 g dans les PVD. Les habitants de 61 pays disposent de moins de 1200 calories par jour et ce sont eux qui font le plus d'enfants dont beaucoup n'atteindront pas la première année. Le problème démographique reste une priorité absolue bien que les hommes meurent encore de faim!

Si l'on ajoute à cela les famines dues à des accidents météorologiques, à des catastrophes naturelles ou aux guerres, on voit que ce monde apparemment délivré des grands fléaux du Moyen Âge, apparemment en croissance démographique vertigineuse, laisse cependant mourir de mauvaise nourriture ou d'absence de nourriture, toute une fraction importante de ses enfants. Simultanément, on philosophe sur l'éthique de la contraception et on laisse pourrir des montagnes d'aliments, produits en excédent.

Mais, direz-vous, qu'est-ce que les malheureuses Économistes familiales qui enseignent à Chicoutimi ou à Trois-Rivières, pour ne pas dire à Paris ou à Pampelune peuvent y faire? C'est pourtant là où nos responsabilités doivent être engagées. Certes nous fonctionnons chacune dans notre pays, notre commune, notre quartier, dans l'Hémisphère Nord ou l'Hémisphère Sud. Là commence une grande différence, mais par le fait même que nous appartenons à la même grande famille internationale: la Fédération Internationale pour l'Économie Familiale, ONG reconnue par les Nations Unies, nous avons des moyens d'agir, d'exercer notre solidarité. Ici c'est avec la force de ma qualité de Secrétaire Générale internationale que j'interviens. Certaines d'entre vous participent à des missions dans les pays en développement, certaines sont consultantes internationales, ou formatrices de personnels des pays en développement. La grande chaîne de solidarité mondiale est ainsi à l'oeuvre, non pas par des voies caritatives, mais par la méthode qui est la nôtre: l'éducation, la formation. Nous sommes présents au sein de la FAO, de l'UNESCO, à l'UNICEF, à l'ECOSOC et à un degré moindre, auprès de l'OMS. Hélas, l'argent se fait rare, nous n'obtenons plus les contrats de travail que nous obtînmes il y a quelques années, mais cela ne nous empêche pas de persévérer dans une prise de conscience de la globalisation des problèmes de ce monde devenu trop étroit. Ni le temps, ni les distances ne sont ce qu'ils étaient au début de ce siècle. Il nous faut travailler ensemble à l'échelle mondiale. Rien de ce qui se passe en un point de l'Univers n'est sans effet sur les autres points.

Les produits sont différents d'un pays à un autre, d'une aire géographique à une autre mais les notions d'équilibre alimentaire sont les mêmes. Les protéines peuvent être végétales ou animales, mais les carences en protéines produisent toujours les mêmes effets, incapacité à l'architecture corporelle de se mettre en place, retard du développement cérébral, incapacité d'exercer une activité productive, que ce soit à Los Angeles ou à Abidjan.

Nous avons produit, à la FIEF, à partir du remarquable travail d'une jeune économiste familiale franco-américaine qui avait travaillé au Soudan, un excellent manuel de nutrition pour l'enfant africain. Ce manuel publié conjointement par l'UNESCO et la FIEF, avec l'aide de Nestlé, a obtenu une médaille de bronze de l'Académie Française de Médecine. Or, c'est un manuel extrêmement simple, fondé sur l'expérimentation, méthode active, sur l'observation de l'environnement, sur les questions et les réponses et sur l'utilisation des produits locaux. Les enfants apprennent en regardant, en questionnant, en faisant et sont capables de diagnostiquer les carences dans leur propre entourage familial.

Dans un univers de pénurie, le mot économie prend tout son sens: il faut savoir «économiser,» ne pas gaspiller, conserver, stocker et utiliser, surtout lorsqu'on est pauvre, ce qui s'offre à portée de main, ou ce que l'on peut obtenir par son labeur. Enfin, il faut savoir regarder ce qui existe autour de soi et l'on retrouve l'étymologie «oikos,» «le milieu de vie» que certains de nos universitaires se plaisent à mettre en avant pour bien montrer que l'Économie Familiale est aussi «écologie» humaine.

Dans son rapport: «la famille, modèle à suivre pour assurer des services complets de protection de la famille et de l'enfance,» le Centre pour le Développement Social et les Affaires humanitaires des Nations Unies à Vienne, dès 1984 attirait l'attention sur les problèmes les plus sérieux auxquels étaient confrontés les familles et les enfants dans les pays en développement et citait la pauvreté, le chomâge, le manque de terre, la malnutrition, la mauvaise santé, le manque d'éducation, l'hygiène insuffisante, le

logement de médiocre qualité et surpeuplé, le taux élevé de morbidité et de mortalité et l'exploitation de la main-d'oeuvre enfantine. Dix ans après rien n'a changé et l'on pourrait retrouver mot pour mot la même énumération dans les rapports produits en préparation, en 1993, à l'Année Internationale de la Famille.

Les mêmes problèmes existent dans les pays industrialisés mais ces problèmes ne concernent qu'une frange de la population et tiennent à des circonstances souvent conjoncturelles, parfois culturelles, sociales ou individuelles: sous-emploi dans certains secteurs, instabilité familiale, parent célibataire, toxicomanie, alcoolisme, drogue et toutes formes de marginalité, sans oublier l'immigration, autorisée ou clandestine et les difficultés d'insertion.

Alimentation et Nutrition? Il est certain que les familles pauvres et marginalisées des pays industrialisés sont incapables d'assumer l'alimentation correcte de leurs membres. Et que quelque puisse être l'intervention des services sociaux, elle ne suffit pas à assurer de manière continue la qualité de l'alimentation, et par conséquent la santé des populations à risque. L'évasion dans la drogue, dans l'alcoolisme et le tabagisme sont souvent des compensations à un mal-être psychologique, mais aussi à l'absence de nourriture attrayante capable non seulement de nourrir de façon équilibrée mais aussi de donner du plaisir. L'alcool, le tabac et la drogue sont des coupe-faim dangereux.

Le rôle des économistes familiaux travaillant dans les services sociaux, aussi bien que dans l'éducation, sera non seulement d'enseigner la valeur des nutriments et leur utilisation dans la ration quotidienne, mais aussi de redévelopper le goût du bien manger. Que la nourriture soit appétissante au regard, qu'elle ait un goût satisfaisant pour le palais et les papilles gustatives cela fait partie de l'apprentissage du «bien manger pour bien se porter» mais aussi de la joie de vivre. Je suis née dans une province de France qui vit naître, plus d'un siècle avant moi, l'auteur de: «la Physiologie du Goût» (Brillat Savarin). Il fut l'un des premiers à analyser en psychologue, en physiologiste, et déjà en ethnologue, la relation entre la nécessité de se nourrir et l'art gastronomique, art hautement culturel qui suppose non seulement un bon cuisinier, mais des convives de bonne compagnie dans un cadre esthétique.

Cet art du bien manger est intimement lié au milieu, à la géographie, à la civilisation à laquelle on appartient, ainsi qu'à l'histoire. Le monde moderne a tendance à développer un «goût international» stéréotypé, fondé sur l'utilisation des conserves alimentaires sous diverses formes en boîtes surgelées, lyophilisées, déshydratées, salées, sous vide etc...et d'un bout à l'autre de l'univers on déguste de la cuisine «internationale», dans les hôtels et les lieux de passage. Mais dans les familles, et particulièrement dans le monde rural on reste en général fidèle au mode de nutrition ancestral. Cela reste particulièrement vrai pour les familles d'immigrés. Dans son rapport présenté en 1990 à l'Université de Tunis, dans le cadre de la préparation à l'Année Internationale de la Famille, Vida Nassehi-Behnam, sociologue francophone d'origine iranienne note par exemple que les Iraniens émigrés n'ont pas modifié leur mode de nutrition, à 68%, au sein de la diaspora, y compris les élites intellectuelles. Pendant les premières années de l'immigration, les commerçants libanais fournissaient plus ou moins les ingrédients nécessaires à la préparation de la cuisine persane, le reste provenait de colis venus d'Iran. Plus de 80% reçoivent ainsi des colis alimentaires, dont 1/4 de plus de 10 kg par an. Aujourd'hui, des dizaines de magasins d'alimentation iranienne sont ouverts en France. J'ai pris cet exemple mais il en est de même de toutes les communautés; la manière de se nourrir reste la marque forte de sa culture d'origine, de son identité. Mais c'est aussi une manière de préserver un certain mode de vie familial. La famille, c'est la convivialité, c'est le repas partage, c'est aussi la fête, où la débauche des plats recherchés et coûteux exprime dans sa profusion tout ce que la famille est censée apporter, lorsqu'elle fonctionne bien, pour assurer avec la nourriture le bonheur de ses membres.

Cela les professionnels de l'Économie Familiale le savent. Et je me rappelle avec quel plaisir j'ai rendu visite à une conseillère en économie familiale qui, dans un quartier de Paris avait organisé de véritables cours de cuisine traditionnelle, simples, donnés par des «grands-mères» à de jeunes enfants le mercredi, jour de congé. Elle avait trouvé là la meilleure manière de maintenir, et même de renforcer le dialogue des âges. À une époque où les enfants confiés au jardin d'enfant et à la crèche, où ils sont d'ailleurs nourris selon les meilleurs principes de la diététique, le repas du mercredi confectionné avec les fausses grands-mères et les faux grands-pères était le repas familial retrouvé avec ses surprises et sa chaleur humaine. À l'équilibre alimentaire se superposait ainsi un équilibre affectif ô combien précieux. Les enfants et les anciens avaient leur ration d'amour en même temps qu'une assiette bien remplie aux saveurs d'autrefois.

La FIEF vient de publier grâce à Nestlé France encore qui a mis à notre service ses meilleurs spécialistes de Vevey (Suisse), un petit glossaire des termes de nutrition et de cuisine: «Manger, Cuisiner: 832 mots pour le dire.» Attardez-vous un peu sur la brève préface de Claude Fischler, l'auteur de «l'Homnivore.» Claude Fischler souligne les ambiguïtés. À partir du grec antique qui nous offre l'étymologie de «dieta» la règle de vie quotidienne puis du philosophe Aristote qui méprise la cuisine, version profane et frivole de la médecine, Fischler nous montre comment l'évolution des comportements et des concepts a fait que, petit à petit, cuisine et diététique ont établi des rapports qui bien que toujours et souvent conflictuels - la «bonne bouffe» étant en contre-indication fréquente avec la diététique de santé - sont en passe, grâce à l'éducation, de devenir harmonieux. Couple sans nuage pour ceux qui savent concilier la mesure, l'équilibre, le goût, le plaisir. Nos Économistes familiales mieux que d'autres savent enseigner cela pour la meilleure santé de tous. Plus de surcharge pondérale, plus de diabète par déséquilibre alimentaire, plus de cirrhose du foie, bref «écoutez vos professeurs d'économie familiale, ils vous apprendront à manger agréablement en restant jeune, svelte et en forme.» Voilà le slogan que l'on devrait utiliser très largement. Pas de régime draconien, mais le raisonnable à partir des connaissances assez simples à acquérir avec une pédagogie appropriée fondée sur la persuasion et l'exemple.

Mais qui ne voit la scandaleuse dichotomie. Dans nos pays, il faut lutter contre l'obésité due à l'excessive consommation de sucres et de corps

gras, de l'autre côté du monde la sous-nutrition fait rage et s'il y a malnutrition ce n'est pas par excès mais par carences en nutriments essentiels. Je me souviens avoir été scandalisée lors de l'une de mes premières visites en Afrique, il y a quelques vingt années, lorsque les économistes familiales de la capitale, toutes fières, et à juste raison, de pouvoir utiliser la chaîne de Télévision, ont fait deux leçons; l'une excellente sur l'hygiène de la maison et du village, la place des latrines, celles du puits, la nécessité d'une margelle etc...l'autre sur le régime alimentaire calquée sur une leçon suivie en formation aux USA et qui était sur l'obésité. Certes, il y a quelques obèses en Afrique, souvent des riches, des «nana benz,» mais ce n'est pas la maladie nutritionnelle la plus répandue (sauf peut-être chez les Zoulous, problème que nos économistes familiales du Zoulouland essayaient de cerner, cherchant, avec les médecins, la part du génétique et la part du régime alimentaire dans cet état de fait).

Les choses ont changé. Nos économistes familiales de l'Hémisphère Sud ont fait de gros progrès en 20 ans, elles ne se contentent plus de répéter ce qu'elles ont appris dans nos universités. Elles ont su avec l'aide de l'O.M.S. et de consultants spécialisés adapter leur enseignement à la réalité locale qu'elles avaient un peu oublié pendant leur séjour parmi nous. Certaines d'entre vous se rappellent peut-être qu'au Congrès d'Ottawa en 1976, Joseph Ki-Zerbo, le grand historien de l'Afrique dont l'épouse Jacqueline est l'une des grandes responsables des progrès de l'information en matière de planification familiale, Joseph Ki-Zerbo dénonçait les sujets d'examen proposés en économie domestique, exacte copie de ceux proposés en France: cuisiner une sole meunière. Joseph Ki-Zerbo, citoyen de Haute Volta, aujourd'hui Burkina Faso, pays enclave, n'avait jamais vu de sole, la sole n'est pas un poisson des lacs et des fleuves; ...quant au beurre...à part celui de Karite...

C'est à dessein que j'essaie de vous présenter un tableau mêlé des différentes approches nécessaires, en ce monde si l'on veut prétendre s'occuper d'améliorer la situation alimentaire mondiale par l'éducation.

Enfin si dans nos pays l'éducation nutritionnelle doit s'accompagner de la lecture des étiquettes d'information, de la date de péremption, des codes de conservateurs, du prix..toute une éducation du consommateur averti, dans les pays en développement le travail essentiel est d'aider à préserver les agricultures vivrières toujours menacées par les plantations agricoles à plus- value. Il faut enseigner la conserve de type ménager, le stockage propre à préserver des parasites et de la moisissure, il faut tenter de lutter contre les tabous alimentaires qui existent toujours. L'oeuf, tel ou tel gibier, tel animal...tabous qui trouvent leurs racines dans le plus profond de l'enracinement culturel. Il faut apprendre à filtrer l'eau, à lutter contre toutes les maladies parasitaires véhiculées par l'eau. Est-ce le même métier qui est pratiqué à Québec et à Ouagadougou. Certes oui. Il faut toujours enseigner que la vitamine A est excellente pour la vue, que le sel iodé évite le goitre, que le calcium est indispensable, les protéines irremplaçables; qu'il y a des aliments énergétiques, d'autres qui permettent au corps de se construire, d'autres qui protègent la santé, mais les conditions dans lesquelles il faut enseigner ces vérités scientifiques sont incroyablement différentes.

Elles le sont aussi pour les économistes familiales qui travaillent dans le Nord avec des groupes de migrants de toutes origines ou avec des familles en situation d'extrême pauvreté. La nouvelle pauvreté a attaqué de plein fouet nos pays industrialisés et elle est terrible parce que les vitrines des magasins sont pleines d'objets désirables.

Le lien entre la nutrition et la santé est évident. Mais une nourriture saine et équilibrée ne suffit pas pour préserver la santé, même si elle en est la base. Les professionnels de l'économie familiale peuvent et doivent être des agents de santé. Notre congrès de Minneapolis, en 1988, qui avait comme thème: «la Santé pour tous, le rôle de l'Économie Familiale» l'a bien montré. Dans l'éducation et la formation données dans les écoles, et dont on espère que les jeunes adultes se souviendront par la consultation et le conseil dans les services sociaux intégrés, en équipes pluridisciplinaires avec les spécialistes de la santé et les médecins, l'apport des spécialistes de l'économie familiale est irremplaçable parce qu'ils ont une approche globale des problèmes de la famille et que, véritables généralistes en matière familiale ils sont mieux écoutés et mieux entendus que des spécialistes plus pointus.

Expliquer l'utilité de la vaccination, le bon usage des remèdes et l'effet pernicieux de l'abus des médicaments, revoir la composition de l'armoire à pharmacie familiale, souligner l'interdépendance entre santé du corps et santé psychologique et mentale, montrer les effets bénéfiques d'un environnement familial, matériel et humain agréable et harmonieux sur la santé et l'équilibre psychique, ce sont quelques missions, parmi d'autres qui peuvent et doivent être assumées par les Économistes familiaux. Il nous a plu d'entendre à Minneapolis, comme nous l'avions entendu en Afrique de la bouche du Directeur de l'O.M.S. pour l'Afrique, le docteur Quenum, ou à Genève au siège même de l'O.M.S., que nous étions des artisans essentiels pour relever le défi de la «Santé pour tous en l'an 2000.» Ce slogan avait été lancé par l'O.M.S. bien avant l'irruption du SIDA, le développement accéléré de la consommation de drogue et l'extension des hépatites.

Comme éduquer reste la meilleure des préventions nous avons la lourde responsabilité d'assurer cette éducation, de participer à la mise en place et au fonctionnement des services sociaux et de santé, d'assistance aux personnes âgées et aux familles en détresse due à la maladie, à la présence de membres handicapés. À l'UNESCO, j'avais fait inviter une inspectrice en économie familiale de la Caisse des Allocations Familiales de Paris pour expliquer - c'était dans le cadre de l'Année Internationale des handicapés - le travail accompli par nos économistes familiales auprès des non-voyants et des tétraplégiques. Fabrication d'ustensiles adaptés, de vêtements adaptés, lutte par des équipements domestiques bien mis au point contre les risques d'accidents. Ni infirmières, ni médecins, ni assistantes sociales, ni ingénieurs, ni kinésithérapeutes, les économistes familiales sont cependant toujours là pour apporter le «plus» qui fait que toutes les connaissances et les techniques diverses rentrent dans la pratique.

J'ai insisté beaucoup sur l'économie familiale comme «pratique,» revenant ainsi à ses sources premières. Il est légitime, comme on le fait aujourd'hui de développer une recherche exigeante en économie familiale et sociale, au

plus haut niveau. Cette recherche est soit une recherche en sciences exactes, ou en sciences appliquées, ou en psychosociologie, ethnologie, anthropologie, voir en sciences de l'éducation mais elle n'a sa caractéristique de recherche en économie familiale que si elle débouche sur une pratique. Sinon on ne voit pas ce qui nous différencierait d'autres chercheurs dans des domaines très spécialisés. Je voudrais citer les excellentes recherches primées par le Comité français de lutte contre l'alcoolisme, Comité animé d'illustres professeurs de médecine. Depuis plusieurs années ce sont des titulaires du diplôme de Conseillères en économie familiale et sociale qui ont obtenu les premiers prix. Il faut revendiquer cela. On aimerait qu'un jour dans la lutte titanesque qui est engagée contre le SIDA on dise: ce sont les économistes familiales qui ont obtenu les meilleurs résultats parce qu'elles ont su persuader mieux que d'autres de la nécessité de la prévention. Oserai-je dire qu'il faudrait qu'il en soit de même en matière de régulation démographique? Faire prendre conscience par les familles qu'il est raisonnable d'essayer d'adapter la taille de sa famille à ses ressources, faire expérimenter une qualité de vie, c'est le meilleur des contraceptifs. Cela étant illustré par toute l'histoire de ce siècle. Le nombre d'enfants diminue à mesure que la qualité de vie augmente et que la sécurité sociale est assurée par l'État. Trop souvent encore les pauvres des pays les plus pauvres considèrent que l'enfant est leur sécurité sociale et leur rente pour l'avenir. Santé de la mère, santé de l'enfant, prévention des accidents domestiques par un équipement adéquat du foyer, cela c'est de l'économie familiale indispensable.

En ce qui concerne les politiques familiales et de santé il est de la plus extrême importance que les économistes familiaux prennent des responsabilités, qu'ils n'hésitent pas à entrer des structures politiques de manière à faire prendre en compte leur point de vue. Des comités consultatifs existent dans tous les pays il faut s'efforcer d'en faire partie. Ne nous plaignons pas si nous ne sommes pas suffisamment écoutés, il faut que par notre engagement nous prouvions nos capacités à oeuvrer aux côtés des décideurs et de participer à la prise de décision.

Je voudrais indiquer un champ de réflexion et de décisions législatives et juridiques où nous devons être présents. Mon pays, la France, vient de voter une loi sur la bioéthique. Au sein de l'UNESCO, je participe aux réflexions du groupe de travail Science et Éthique. Tout ce qui concerne les manipulations génétiques, la procréation assistée, les recherches sur le génome humain, nous concerne. Efforçons-nous de nous tenir informés et de faire entendre notre voix. De même en ce qui concerne les trafics d'organes, les greffes et tous les abus qui en découlent, en particulier le commerce international d'organes.

Agents de prévention et d'éducation pour la santé il nous faut porter témoignage et exercer une influence fondée sur nos compétences.

Ce large survol de quelques thèmes ayant trait à l'alimentation des êtres humains, à la protection de leur vie par une éducation à la santé, me sont apparus, dans leur apparente banalité, utiles à rappeler aux professionnels que vous êtes en cette époque où un peu partout l'économie familiale et sociale comme science et technique autonome, distincte, est remise en cause au profit de spécialités étroites. Si l'approche globale se perd, se dissout, ce monde se déshumanisera complètement. L'individu est une totalité complexe, on ne peut l'émietter en ses multiples composantes, le parcelliser, il y perdrait son être même. La pluridisciplinarité et l'interdisciplinarité de l'économie familiale qui ont fait son efficacité dans tous les processus de développement connus par les pays du Nord au cours de ce XXème siècle, doivent être réaffirmées et revendiquées. Et il faudra toujours des éducateurs, des conseillers et des conseillères pour embrasser cette complexité et essayer d'en déjouer toutes les intrications pour assurer aux générations futures une vie heureuse fondée sur le qualitatif plutôt que sur le quantitatif.

J'achève vingt années de secrétariat général de la FIEF et malgré les difficultés du moment je suis plus persuadée que jamais que vous détenez dans votre savoir, dans vos mains, une bonne partie du salut de la planète.

Reader Forum

Enrolment Data

In the Spring issue of *CHEJ*(*45*,2) the 1994-95 undergraduate enrolment table on page 88 does not contain the student data for the Advanced Major students at St. Francis Xavier University. The students apply to the Advanced Major program at the end of their second year. Thus, the third and fourth year students may be either the Major or Advanced Major stream. The data for the Major students is correct and complete. The omitted data for the Advanced Major students is as follows: 3rd year: 11; 4th year:7; Total: 18. This gave our overall total for the program in 1994-95 as 93, not 75 as the table implied.

Our numbers in the program dropped in the period between 1990-92 and are now returning to normal. I do not want the readership to be under the impression that we are dropping in enrolment when in fact we are gradually increasing.

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Professional Commitment: An Analysis of Meaning

Yvonne S. Gentzler

The purpose of this paper is to explore the meaning of commitment noting the attitude as a pertinent stance to be cultivated by professional home economists. Professionals who are committed to the contemporary mission of home economics have undergone certain experiences which have reinforced and encouraged that commitment. Those experiences have provided opportunities to examine and internalize the intended goals and the meaning of the mission of home economics. The experiences differ in quantity and degree for each individual. Regardless of the circumstances which lead one to formulate professional commitment, it is an essential element of professional competence.

The preprofessional period offers learners an array of experiences which expose them to the mission and goals of the profession. Through this process, it is expected that learners will begin formulating their own rationale congruent with the intended purposes of the profession. Commitment is not a prerequisite nor a requirement for securing or maintaining membership in the profession. Obviously, it is a desired personal attitude, yet clearly exemplifies that which is difficult to mandate.

One can never be just "committed" but must be committed to something or someone. Then, because commitments are directed and never free-floating, there must be a propositional element supporting one's commitment. Therefore one needs to have a conception of that to which one is committed (Trigg, 1973). Home economists cannot be committed if they do not comprehend or believe in the intended purposes and goals of their profession. The fact that persons do commit themselves to the profession shows that they believe the cause is worthy of their support. It also shows their belief that the cause is important.

The mission of home economics clearly recognizes the family as its focus. The mission has been defined in *Home Economics:A Definition* as aiming to

> enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formation of social goals and means for accomplishing them. (Brown & Paolucci, 1978, p. 46, 47)

The family is defined by Brown as

> a social organization of persons who form a unit living together in one household. As a human family, members are beings who engage in both individual and collective action. As a human organization, the family is a primary social structure in society. It is primary both in the sense of being first in the personal history of each individual and in the significance the family has in the lives of individuals and in relation to other social structures. (1980, p.49)

Abstract

The purpose of this paper is to explore the meaning of professional commitment noting that attitude as a pertinent stance to be cultivated by home economists. The ideas, beliefs, and subsequent action displayed as a result of professional commitment are compared to those behaviours displayed by one who simply accepts the mission of home economics. The paper defines the qualities professionals ought to consider when developing commitment to the mission of home economics.

Résumé

Cet article définit l'engagement et souligne l'importance de l'engagement professionnel de toutes les économistes familiales. On y compare les idées, les croyances et les démarches subséquentes des personnes qui font preuve d'engagement professionnel aux comportements de celles qui se contentent d'accepter la mission de l'économie familiale. L'article définit les caractéristiques essentielles à toute professionnelle désirant participer activement à la réalisation de la mission de l'économie familiale.

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Author's Note

This article was developed from a larger study which explicated eight components of professional development. Professional commitment is one of the components of professional development. The research in its entirety received the American Educational Research Association's Regional Dissertation Award.

The family is also defined in *Home Economics—New Directions II* as

> a unit of intimate transacting and interdependent persons who share some values and goals, responsibility for decisions and resources and have commitment to one another over time. Home Economics views the family as a major source of nurturance, protection and renewal for the individual. As an educational force, the family significantly contributes to the qualitative development of its individual members and has the potential to prepare them for effective productivity for self and society. (AHEA, 1974-75, p. 1)

To be committed implies that one's desire to act is motivated by the inner quality of commitment. In the case of the home economist, one acts in accordance with the stated mission of home economics which "views the family as a major source of nurturance, protection and renewal for the individual."

The claim to be a home economist warrants acceptance of the profession's mission. Yet "acceptance," which may imply approval, is quite different from those values which undergird the term and meaning of commitment. One might accept, and at the same time approve of, the goals of an organization or association without exhibiting the professional attributes generally associated with commitment. The purpose in this paper is to emphasize the importance of nurturing and developing commitment in home economists as opposed to mere acceptance of the mission.

Trigg (1973) suggested that commitment is dependent upon two distinct elements. It presupposes "certain beliefs," and also "involves a personal dedication to the actions implied by them" (p. 44). It is possible for a person to possess either of these elements without the other. This, however, would be suspect. How can one dedicate his or her attention to a cause in which he or she does not believe? Likewise, if one holds certain beliefs and does not act accordingly, one's behaviour could easily be interpreted as suspect and inconsistent.

According to the philosophy proposed by Trigg (1973), intellectual assent to the mission and goals of home economics does not make one a home economist. Action based on one's commitment becomes the key. Brown (1985) prefaced her description of action by explaining that

> action is not merely a behavior (which may be involuntary or habitual), not merely doing, not merely bodily motion in space. Nor is it an enactment or performance of something already formulated and set forth. (p. 170)

To describe action, Brown suggested that it

> involves the act as a culmination of the thought and intentions of the actor who arrives *consciously* at determination of the act. An action, therefore, has meaning in terms of the actor's underlying reasons. (1985, p. 170)

What one is committed to determines the nature of his/her commitment. As one's beliefs change and grow, so too will one's commitment. As indicated earlier in this discussion, home economists cannot be called "committed" if they do not believe and support the mission of the profession. They may act in ways that appear to constitute acceptable, even desirable, professional behaviour, but this alone is not sufficient grounds for calling them committed home economists.

For the home economist to be effective, commitment to the mission of the profession is necessary, but how and when one accomplishes this task is an individual concern. One must synthesize that which is presented in various courses of study and a variety of experiences to develop a conceptualization whereby knowledge is transformed to coincide with the goals and mission of the profession. This is not an easy task for the individual, as there are no prescribed methods to attain transformation and professional commitment.

Moreover, members of a profession must have a *common* commitment which means that they pay attention to the particular problems of society which are in their area of concern (Brown, 1980, p. 27). These problems are frequently identified through research. Identification of the problems however is not enough to constitute a profession's or a professional's work (Brown, 1980), nor are solutions readily or easily attainable in home economics due to the nature of the problems encountered and the influence of the changing society.

The home economist is a member of an integrated societal organization. The specializations within home economics by themselves do not provide the general professional philosophy of home economics. According to Vincenti (1982), the commitment as well as the focus, mission, and purpose of the home economics profession is different from that of the specialty areas within home economics. That difference does not necessarily mean incompatibility; however, individual specializations formulate their own missions which may be inconsistent with one another. Vincenti noted this when she observed

> a specialization may generate a philosophy which reflects concerns which could reasonably be part of the profession, but which are not concerns of the specialty area. It is the general professional philosophy that forms the mission, the rationale, focus, and the methodology which requires the synthesis of disciplines and organizes the specialties into a single profession. (1982, p. 21)

In summary, to be a committed professional means sustaining a personal dedication and belief and a common philosophy which supports the actions implied by the integrative mission of home economics. It is comparatively greater than mere acceptance and is a pertinent stance to be cultivated in professional home economists.❦

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Unasked Questions of Design and Technology

Annabelle Slocum

The more I learn about the growing movement to integrate Home Economics/Family Studies education and Design and Technology education the more I wonder what this could mean for teachers of Family Studies and teachers of Design and Technology. What is it about the purpose and perspective of Home Economics/Family Studies that would make our area of study a significant and vital component in the school curriculum within the technology context? The contribution of Home Economics/Family Studies education to Design and Technology education is explored in this article.

In Ontario, in the midst of implementing the Ministry guidelines for the Common Curriculum, Family Studies is facing elimination of grade 7 and 8 programs in some school boards and integration with Design and Technology education in others. The vagueness of the form and direction this integration is taking fosters confusion and an increasing uneasiness among Family Studies teachers. It is unclear what contribution Family Studies can make when integrated with Design and Technology education. To find a way out of the confusion and to reduce immediate apprehensiveness about the push for integration, concerned teachers are working together to make sense of what is happening. Design and Technology pilot projects in design centres and Family Studies classrooms implementing a Design Challenge Process are one result of these discussions.

Family Studies has its roots in Home Economics. Early on, this area of study was taught within a technical science perspective towards curriculum and education. Viewed as the application of science to everyday life, it assumed households modeled on scientific and business principles and managed efficiently could best provide for the needs of the family. The purpose was to improve everyday life by improving the physical and economic aspects of the home. Studying how to select, operate, and maintain household technology in the form of home appliances, products, and machines was consistent with the technical science perspective. Teachers were considered to be technical experts. Scientific and management principles were taught through a variety of how-to activities designed to achieve specific ends. Over the years, these activities broadened to reflect social situations emphasizing family as the focus of study. In Ontario in 1972, Home Economics as a school program changed its name to Family Studies to better represent this change in focus.

On one level, technology as process is about providing for our needs. It is about using tools and materials to solve problems. As a problem solving activity, its purpose is to make things work better. Family Studies lends itself easily to this area of learning in its focus on fostering students' knowledge of, skills for, and understanding about the use of tools and materials in household and family situations. The design process understood within Family Studies challenges students to learn how to solve material problems related to everyday living. Students define a problem, analyze and research ideas and alternatives, determine possible solutions, decide on an action plan, implement a final solution, and evaluate the result. As an active learning experience, the design process stimulates creativity, enthusiasm, cooperation, and confidence to make informed choices about the personal use of technology.

Recently, Family Studies has sought to focus on the meaning of food, clothing, and shelter in the context of family realities not only as these relate to the physical and economic aspects of the home but also from a social-psychological, cultural, historical, legal, and critical perspective. Movement of Family Studies from the traditional technical-science perspective to understanding it in terms of the interpretive and critical-social sciences is reflected in the shift in emphasis from instrumental action towards communicative and emancipative action guided by moral and ethical considerations (Brown, 1980).

Family Studies can bring interpretive and critical perspectives and systems of action to Design and Technology education when it seeks to reveal the meaning of technology in the every-day life of individuals and families. Light can be shed on the capability within technology for both liberation and enslavement when its

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historical development and socio-economic and political interests are explored and also critiqued for embedded assumptions and values. If the importance of this critique is overlooked, there is a very real risk of fostering a technological mind set (Hatch, 1984) for addressing problems of human concern; for example, babies need looking after, homeless children need a place to live, teenagers need clothing, children need to be fed, and the elderly need warmth. The danger for students rests in their experiencing the world as an impersonal problem to be solved rather than as a reality to be lived. Looking into the eyes of the helpless baby, the homeless child, the poorly clothed teen, and the hungry child is avoided. Evidences of the technological mind set are inescapable and permeate our lives. For example, books on "how-to" be a successful parent, reduce stress in 10 easy steps, or lose weight overnight reduce complex issues to technical situations (Hittman, 1989). What is forgotten is asking what it means to be a parent, to be stressed out, and to be overweight.

In the current rush to embrace technology education, it is often assumed that when teachers are hesitant to use new technologies it is because of a lack of skills or an unwillingness to change and incorporate novel instructional strategies in their classrooms (Falk, 1987). While this supposition may sometimes be correct, a deeper question concerning technology is being posed to teachers in this context. New technologies (tools and processes) force teachers to reassess what it means to teach, to be a teacher, to learn and be a learner, and to consider how instruction shapes and informs that process (Falk, 1987). In preparing to integrate Family Studies education and Design and Technology education, teachers might ask, "What should we learn about the family and technology before teaching students? On what bases do we decide to teach what we teach and the way we teach it? What is the meaning of technology in the life of a student? In our everyday lives?"

Posing interpretive and critical questions is a way to broaden the way we speak about technology. Wondering about the relationship between technology and human experiences raises these kinds of questions. In what ways does technology impact on the way the family lives, thinks, and interacts daily? How do families affect the development of technology? In what ways does technology both simplify and complicate everyday life? What is it about technology that enthrals us as it hides its deepest consequences and significance (Burch, 1984)? What are ways technology arranges, selects and focusses our experience of the world? Wondering about the relationship between power and technology raises the question of whose best interests are being served by new technologies. Perhaps the contribution Family Studies education can make to Design and Technology education is to ask critical questions of it and bring forward its capabilities in addressing problems of human concern in everyday life.

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Des questions non-abordées sur le programme de dessin et technologie

Annabelle Slocum

Plus j'apprends sur le mouvement croissant d'intégrer l'éducation en économie familiale/études familiales avec le programme de dessin et technologie, plus je me pose des questions quant aux conséquences pour les enseignant(e)s d'économie familiale/études familiales. Qu'y a-t-il de spécial dans l'utilité et la perspective de l'économie familiale/études familiales qui en ferait une composante importante et vitale du programme d'études à l'intérieur du contexte technologique? Cet article examine la contribution que pourrait faire l'économie familiale/études familiales au programme de dessin et technologie.

En Ontario, où l'on est en train d'introduire le programme d'études commun, les études familiales risquent d'être éliminées au niveau de la huitième et de la septième année dans certains conseils scolaires et intégrées à l'éducation en dessin et technologie dans d'autres conseils scolaires. Le manque de précision quant à la forme et la direction de cette intégration suscite de la confusion et de l'inquiétude parmi les enseignant(e)s d'études familiales. Il n'est pas clair quelle contribution les études familiales pourraient faire une fois intégrées au programme de dessin et technologie. Des enseignant(e)s soucieux(ses) travaillent ensemble pour saisir la signification de ce qui se passe avec le but d'échapper à la confusion et de diminuer l'inquiétude immédiate causées par la campagne d'intégration. Le résultat en sont des projets-pilotes en dessin et technologie introduisant un processus de résolution de problèmes dans des centres de conception et des classes d'études familiales.

Les études familiales ont leurs racines dans l'économie familiale. À l'origine, ce domaine d'études était enseigné à l'intérieur d'une perspective de sciences techniques envers le curriculum et l'éducation. Etant considéré comme l'application des sciences à la vie quotienne, il présumait que les ménages modelés sur des principes scientifiques et commerciales et gérés efficacement pouvaient subvenir le mieux aux besoins de la famille. Le but en était d'améliorer la vie quotidienne en améliorant les aspects physiques et économiques de la maison. En accord avec la perspective des sciences techniques, on étudiait comment sélectionner, manoeuvrer et entretenir la technologie ménagère tels que les appareils, les produits et les machines ménagers. Les enseignant(e)s étaient considéré(e)s comme des experts en technologie. On enseignait des principes de science et de gestion à travers de diverses activités pratiques conçues pour atteindre des objectifs spécifiques. Au courant des années, ces activités étaient élargies pour tenir compte des situations sociales en mettant l'accent sur la famille. En 1972, dans l'Ontario, l'économie familiale changea de nom comme programme d'études et fut appelée «études familiales» pour mieux refléter ce changement.

D'une part, la technologie en tant que processus a comme but de subvenir à nos besoins; dans cette perspective, elle traite de l'utilisation des appareils et du matériel nécessaires pour résoudre des problèmes. En tant qu'activité de résolution de problèmes, son but est de faciliter le travail. Les études familiales se prêtent facilement à ce domaine d'apprentissage en mettant l'accent sur les connaissances de l'étudiant(e), ses habiletés et sa compréhension de l'usage des outils et du matériel dans le ménage et dans la famille. Dans le cadre des études familiales, le processus de conception invite les étudiant(e)s à apprendre comment résoudre des problèmes matériels relatifs à la vie quotidienne. Les étudiant(e)s définissent un problème, analysent et examinent des idées et des alternatives, déterminent des solutions possibles, choisissent un plan d'action, mettent la solution finale à l'épreuve et en évaluent le résultat. En tant qu'expérience d'apprentissage réelle, le processus de conception stimule la créativité, l'enthousiasme, la coopération et la confiance en soi et permet de faire des choix fondés sur la connaissance des faits en ce qui à trait à l'utilisation personnelle de la technologie.

Récemment, les études familiales ont essayé de mettre l'accent sur la signification de la nourriture, des vêtements et de l'abri dans le contexte

Auteure

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N.B.

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des réalités familiales, non seulement par rapport aux aspects physiques et économiques du foyer mais aussi dans une perspective socio-psychologique, culturelle, historique, juridique et critique. Le changement de la perspective traditionnelle des études familiales qui insistait sur la science technique vers la compréhension de celles-ci dans des termes inspirés par les sciences interprétatives et socio-critiques est reflété dans le changement de l'importance accordée auparavant à l'action instrumentale et désormais accordée à l'action communicative et émancipative qui est guidée par des considérations morales et éthiques (Brown, 1980).

Les études familiales peuvent apporter au programme de dessin et technologie des perspectives interprétatives et critiques ainsi que des systèmes d'action lorsqu'il s'agit de révéler la signification de la technologie dans la vie quotidienne des individus et des familles. Dans le cadre de la technologie, on peut faire la lumière sur la libération et l'esclavage en explorant et critiquant son développement historique et socio-économique avec le but de découvrir des présomptions et des valeurs enracinées. L'importance de cette critique risque d'être sous-estimée par un esprit technologique (Hatch, 1984) quand il s'agit de confronter des problèmes humains tels que des bébés nécessitant d'être soignés, des enfants sans abri nécessitant un toit au-dessus de la tête, des adolescents nécessitant des vêtements, des enfants nécessitant de la nourriture et des personnes âgées nécessitant de la chaleur. Le danger réside dans le fait que les étudiant(e)s regardent le monde comme un problème à être résolu et non pas comme une réalité à être vécue. On évite de regarder dans les yeux d'un bébé sans défense, d'un enfant sans abri, d'un adolescent habillé pauvrement et d'un enfant affamé. Les évidences de dispositions d'esprit technologiques sont inévitables et imprègnent nos vies. Par exemple, des livres expliquant comment être un bon parent, comment diminuer le stress en 10 étapes faciles et comment maigrir du jour au lendemain réduisent des problèmes complexes à des situations techniques (Hittman, 1989). On oublie de demander ce que cela veut dire d'être un bon parent, d'être stressé et d'être obèse.

Dans la présente ruée vers l'éducation technologique, on présume souvent que les enseignant(e)s hésitant d'utiliser de nouvelles technologies manquent les habiletés nécessaires ou refusent de changer et d'incorporer de nouvelles stratégies éducatives dans leurs salles de classe (Falk, 1987). Bien que cette présomption puisse s'avérer juste dans la plupart des cas, il se pose aux enseignant(e)s une question plus profonde sur la technologie dans ce contexte. Les nouvelles technologies (les outils et les processus) forcent les enseignant(e)s à réévaluer la signification d'enseigner, d'être un(e) enseignant(e), d'apprendre, d'être un(e) étudiant(e) et de réfléchir à la manière dont l'enseignement forme et informe ce processus (Falk, 1987). En se préparant à intégrer l'éducation en études familiales au programme de dessin et technologie, les enseignant(e)s pourraient demander, «Que devrions-nous apprendre sur la famille et la technologie avant d'enseigner aux étudiant(e)s? Comment décidons-nous d'enseigner ce que nous enseignons à la manière que nous le faisons? Quelle est la signification de la technologie dans la vie d'un(e) étudiant(e)? Dans notre vie quotidienne?»

Poser des questions interprétatives et critiques est un moyen d'élargir la manière dont nous parlons de la technologie. Songer à la relation entre la technologie et les expériences humaines soulève ce genre de questions. De quelles manières la technologie affecte-t-elle quotidiennement le mode de vie, la manière de penser et l'interaction de la famille? Comment les familles affectent-elles le développement de la technologie? De quelles manières la technologie simplifie-t-elle et, en même temps, complique-t-elle la vie quotidienne? Qu'y a-t-il de spécial dans la technologie qui nous passionne tout en dissimulant ses conséquences et ses significations les plus profondes (Burch, 1984)? Quelles sont les manières dont la technologie arrange, sélectionne et concentre sur notre expérience du monde? Se poser des questions sur la relation entre le pouvoir et la technologie soulève des questions quant aux intérêts et quant à ceux qui profitent le plus des nouvelles technologies. Peut-être la contribution que l'éducation en études familiales peut faire au programme de dessin et technologie est de poser des questions critiques et d'avancer ses capacités d'adresser des problèmes d'importance humaine dans la vie quotidienne.❦

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Research Section

Gender Equity and Secondary School Home Economics Textbooks

Bernice Hayibor and Linda Peterat

When gender equity was recognized as an issue in education two decades ago, an extensive analysis of home economics textbooks occurred (Weis, 1979; Williger, 1983). Guidelines for reviewing and adopting texts and educational materials were developed (Akinsanya, 1981; Griggs, 1981; Herbert, Peterat & Wagner, 1982). Then textbook research in home economics education waned. However, the importance of school texts has been re-asserted in the recent resurgence of debate in the educational literature about factors which shape school texts, and the effects and use of texts in schooling (Apple, 1986; Elliott & Woodward, 1990; Willinsky & Bogdan, 1990).

Textbooks tend to shape the modes of instruction as well as the knowledge perpetuated in schools. Apple (1986) and Westbury (1990) claim that the curriculum in most schools of the United States is defined by the textbooks used. Werner (1987) suggests that the consistent use of textbooks gives them a major role as agents of socialization. Herbert et al. (1982) proposed that texts have a more lingering impact on students than their teachers. According to Cherryholmes (1988) "textbooks advance valued meanings" (p. 1). He states, "textbooks can be thought of as collections of sentences that make authoritative knowledge claims. Their sentences make statements about subject matter, social values and arrangements, what counts as knowledge, and which information is more or less important" (p. 2). Westbury (1990) writes that "textbooks that teachers have are the most significant resource for their teaching and often the most significant limiting force they face as they seek to accomplish their purposes" (p. 1). Thus textbooks are viewed as having considerable importance and are granted considerable power in determining what gets taught in school, and thus what and whose knowledge is most valued.

The purpose of this study was to examine selected texts for the impacts that the various stages of feminist theorizing have had on the contents and components of some secondary home economics textbooks, and to develop questions for future text analysis based on current feminist theories.

This research was informed by Gaskell's (1988) and Gaskell and McLaren's (1991) writings regarding how four stages of feminist thought have shaped gender equity struggles in Canadian schools. During the first stage, or re-emergence of feminism in the 1960s and early 1970s, concern focussed on the ways girls and boys were socialized into sex roles. Questions arose as to whether rigid sex roles were good for individuals and society. Textbook studies of the time found that "women were underrepresented in school books, and that when they were represented, they were stereotyped" (Gaskell & McLaren, 1991, p. 4). "Sexism" became the name for the oppres-

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Note

This article is based on research conducted at the University of British Columbia during 1989-90 by Bernice Hayibor to fulfil the research requirement for the Master of Arts degree in the Centre for the Study of Curriculum and Instruction, Faculty of Education.

Abstract

Three home economics textbooks currently in use in teaching human relationships courses as part of home economics education in Canadian secondary schools were examined to explore the ways in which they may be contributing to gender equity. Like earlier textbook studies, the analysis focussed on stated intentions, photographs, and language. It went beyond these earlier studies to focus also on content; specifically, the nature of knowledge about gender relations, and the evidence of gender sensitivity and gender balance in content. The textbooks were found to contribute to gender equity in five different ways, some of which were insufficient and contributed to new myths about human relationships. The study concluded that serious attempts at teaching for and about gender equity will require substantive changes in textbook content. Educators will also need to be able to critically read texts for gender bias. Questions were developed for future use by educators and researchers in analyzing texts.

Résumé

Trois manuels d'économie familiale utilisés actuellement pour l'enseignement des relations humaines au sein du programme des sciences domestiques dans les écoles secondaires du Canada ont fait l'objet d'une étude dont le but était de cerner leur contribution à l'équité des sexes. Tout comme d'autres études antérieures, cette analyse insiste surtout sur les intentions énoncées, les photographies et le langage; par contre, elle s'attarde de plus au contenu, tout particulièrement à la nature des connaissances sur les relations hommes/femmes et à la manifestation d'une sensibilisation aux rôles masculins et féminins et d'un équilibre des sexes. L'étude démontre que ces manuels contribuent à l'équité des sexes de cinq différentes façons, dont certaines s'avèrent insuffisantes et contribuent, à leur tour, à de nouveaux mythes sur les relations humaines. On conclut que, pour donner un enseignement sur et pour l'équité des sexes, il faudra revoir en profondeur le contenu des manuels et leur apporter des modifications importantes. Les enseignants et les enseignantes devront aussi être en mesure de faire une analyse critique des manuels afin de pouvoir y déceler tout parti pris contre les femmes ou les hommes. Des questions ont été préparées pour aider les éducateurs, les éducatrices et les chercheurs qui voudraient analyser des textes.

sion of stereotyping, bias, and discrimination among women and men. As a result of extensive textbook research in all subject areas, many provincial ministries of education and publishers developed guidelines for non-sexist educational materials and texts. Inclusive (non-stereotypical) and neutral (non-discriminatory) language were part of the recommended solution.

Gaskell and McLaren (1991) distinguished the second stage of feminist thought as re-valuing of females, a phase of "second thought" which required a deeper analysis of social injustices against women. The female stereotype was "reassessed for its positive aspects" (p. 7) and values of care, concern, and connection re-valued for their social importance. Questions of whose knowledge is valued in education were asked (Peterat, 1983). Typifying this stage was Jane Roland Martin's (1985) work which criticized education for its almost exclusive focus on educating for the public/productive processes of society and ignoring the domestic/reproductive processes of families and homes. The recommendations for textbooks from this stage of feminist thought were that texts (as representative of a school subject) should include both information about women's/girls' and men's/boys' perspectives, and experiences in both the productive and reproductive spheres of life.

The third stage of feminist thought Gaskell and McLaren (1991) describe as "re-thinking the whole." They state: "The main question is not so much how we are made into male and female, or how we are valued as gendered beings; rather it is how our knowledge of the world has been shaped by gender, and more particularly by male domination" (p. 8). This stage of thought suggests that textbooks should show a sensitivity to gender differences and recognize the masculist thinking which informs much research and many theories. It suggests that textbooks should engage students in a "gender critique" (critique based on gender theory) by encouraging critical questioning of biases in the facts and theories presented.

Gaskell and McLaren (1991) describe a fourth stage of feminist thought as "difference and female." This phase arises from the criticism that feminist theory itself contains a white Eurocentic bias not representative of differences of race, able-bodiedness, class, sexual orientation, age, etc. This stage calls for a valuing of difference, "placing difference rather than commonality at the centre of feminism and rethinking the whole based on those differences" (Gaskell & McLaren, 1991, p. 10). This implies that textbooks should include illustrations and content which show differences and similarities of women/girls and men/boys, a gender critique that intersects with questions of other categories of difference.

Concepts arising from the various stages of feminist thought are central to the study reported here. *Sex stereotyping* occurs when narrow and rigid traits, roles, and behaviours are ascribed to females and males based on sex differences and not on human potential. *Gender* is a reminder that difference between females and males is more socially constructed than biological. In this paper *gender* includes both the biological concept of sex as well as the social construction of gender. *Gender* bias is assumed when stereotyped characteristics, roles or actions are ascribed to women/girls and men/boys, or when there is pre-judgment or non-recognition of differences. The concept of *gender equity* evolved in the second and third stages outlined by Gaskell and McLaren (1991). Equity indicates a moral position based on fairness in recognition of difference. It conveys a social ideal and vision which means placing equal value on the socially desirable characteristics and activities traditionally seen as feminine or appropriate for women/girls and those traditionally seen as masculine or appropriate for men/boys. For example, nurturing is considered as appropriate for men/boys as it is for women/girls and assertiveness as appropriate for women/girls as for men/boys. Work of the home and family is as socially valued as work in the public-political-economic realm of life. It is proposed that gender equity will only be achieved when women/girls and men/boys are valued equally and socially desirable "masculine" and "feminine" characteristics and activities are appropriate for all.

Each of the four stages of feminist thought suggests different priorities in the struggle for gender equity in schooling. Sex and *gender neutrality* are priorities in the first stage. In textbooks, this means ignoring differences between women /girls and men/boys and choosing words that are inclusive and make no distinctions, such as "parents" rather than mothers and fathers, or "spouse" rather than husband or wife. *Gender balance* is a priority in the second phase of feminist thought. It asserts the importance of distinguishing differences when they make a difference (*gender sensitivity*) and incorporating a balance within schooling and textbooks between what can be identified as girls' and boys' experiences, perspectives, achievements, and interests.

Existing textbook research in home economics was mainly based in the first stage of feminist thought (Weis, 1979; Williger, 1983). There has been no follow-up research to study changes which texts made as a result of the various guidelines created in the late 1970s and early 1980s, or the impacts of feminist theory since the 1970s. The study reported here is focussed within Gaskell and McLaren's (1991) third stage of feminist thought and includes some analyses of race and age differences as they appear in illustrations in the texts.

Home economics as a secondary school subject has the purpose of fostering the well-being of individuals and families. In doing this, courses and course components focussed on human relationships are a common part of the curriculum. Since home economics teaches about human relationships, it has an exceptional opportunity to teach *about* gender equity and to contribute *to* gender equity through the way all content is conceptualized and constructed. The potential of home economics education in contributing to gender equity is increasingly recognized (Home Economics, 1990). The Seventeenth International Federation of Home Economics Congress in Hannover, Germany, passed two resolutions encouraging action toward gender equity in families, professional practice, and theory (Resolutions, 1993). The strategic plan of the Canadian Home Economics Association specifically encourages "gender balance in home economics curricula and teaching strategies in both Canada and the Third World" (CHEA Strategic Plan, 1994, p. 125). Thus to understand the ways texts may contribute toward teaching about and for gender equity can assist home economics teachers in choosing and using texts to meet their instructional goals.

Methodology

Three texts were chosen for analysis. This number was considered sufficient

because the focus of the analysis was on the nature of the changes made and a thorough analysis was done of all parts of the books. That is, a sample of three was judged to offer sufficient examples to analyze the ways texts may be advancing gender equity. The sample was limited to textbooks having a family and relationships focus, approved for use in Canadian public schools and published in the 1980s. One text analyzed, *sr. text 1*, was published in the United States and approved for use in senior secondary family studies courses in three Canadian provinces. A second text, *jr. text,* was revised for use in Canadian junior secondary schools and approved for use in seven provinces. A third text, *sr. text 2,* was Canadian authored and at the time of the study was being used in some senior family studies courses in two Canadian provinces and considered for province-wide adoption. The study was limited to an examination of the textbooks, accompanying teachers' guides, and resource materials. No attempt was made to examine the textbooks in use in classrooms.

Three initial (or foreshadowing) questions were developed to focus this analysis: To whom are the textbooks explicitly and implicitly addressed? What characteristics of learners are assumed by the textbooks? In what ways do the textbooks deal with gender bias? Supplementary to the last question was whether the books were *gender biased* or *gender neutral, gender balanced* or *gender sensitive.*

Previous research on gender bias in texts examined different parts of textbooks: the preface (Weis, 1979; Williger, 1983); the index (Blankenship, 1984); photographs and illustrations (Blankenship, 1984; McMahen, 1988; Storey, 1979-80; Weis, 1979; Williger, 1983); highlighted sections (Blankenship, 1984); and content (Blankenship, 1984; Marsden, 1979-80; McMahen, 1988). Following recommendations from this previous research, in the present study all parts of the textbooks were analyzed including the table of contents. The methods used were both quantitative and interpretive. Analyses of the preface, illustrations, index, and table of contents followed established procedures of examining language and tallying frequencies of references to and inclusion of women/girls and men/boys. Since recent feminist theory insists that knowledge must be more balanced and sensitive to gender differences, it was judged necessary to include in the study an interpretive analysis of the content and highlighted sections of the texts.

The procedure for analysis was to examine these six parts of each textbook. The *preface* was read to determine the intended audience, the assumed characteristics of learners, and the intent, if any, to address gender equity issues. The *table of contents* and the *indexes* of each of the books were examined for evidence of sexist language and for the inclusion of topics related to gender equity or the women's movement. The individuals in *photographs and illustrations* were counted and classified as male or female, adolescent, or adult. The photographs were also analyzed by location, activities portrayed, and sex of the individuals featured. The *highlighted sections* of the texts, that is, the sections set apart from the rest of the text in a coloured or outlined box, were examined in terms of whether they were directed to girls or boys and whether the information contained was based on girls' or boys' experience or point of view. The *content*, i.e., the regular written parts of the texts, was considered to be not only what was said but also how it was said, and what was not said. Ben-Peretz's (1990) suggestions for interpreting "curriculum potential" were appropriate to this analysis. She suggests:

> Imagine what you might do in your classroom by going beyond the explicit intentions of the materials.... make a list of topics and activities which could have been included in your text but were excluded. What kinds of intellectual processes could be brought into play? (p. 52-53)

The *content* was read with particular attention to the form it took, that is, was it written as a presentation of facts or were students encouraged to question facts and knowledge? It was read with attention to the pronouns, concepts, and inclusivity of the language used.

In order to analyze the treatment of particular topics, it was necessary to focus on a limited number of topics. Five topics were decided upon after the first reading of the texts. The analysis focussed on these: women's issues and problems, work roles, child care, socialization, and relationships. These topics were selected because they are common topics taken up in home economics texts and feminist theory, and they contain the potential for gender critique. Each book was read twice and quotations extracted when they related to the research questions. When differences or similarities were noted in the three books, sections were reread, compared and contrasted.

Findings

It is beyond the scope of this paper to report all findings of the analyses. This section of the paper reports briefly on the analyses of the six parts of the texts offering a limited number of examples. The *conclusions* section returns to the three central research questions.

Preface

The *jr. text* contained no preface, but the preface to the teacher's resource book explicitly stated that it was written "for both males and females and is free of...sexual...stereotyping" (Weber, 1985, p. 7). The two senior texts implicitly addressed girls and boys through gender neutral language such as "you," and in statements such as: "We hope this text will help you develop a greater understanding of yourself and the world in which you live" (Hanson & Gower, 1988, p. vii). Two of the three books implied that students will passively accept the information contained in them. In the preface, they used language such as "mastery" of content. Only *sr. text 2* stated that students would "apply critical thinking skills." The possibility that each of the three texts may in some way address gender issues was implied but not explicitly stated in the preface of each book. *Sr. text 1* referred to "dual earner families" and the "dual obligations of parents," *sr. text 2* referred to examining controversial issues such as day care, while *jr. text* states that students will "examine their role options and plan for the future world of work and family" (Weber, 1985, p. 6).

Index and Table of Contents

Analyses of the indexes and tables of contents in the texts indicated usage of inclusive language, for example, topics such as "spouse abuse," "single parent families," and "the challenge of parenthood." No sexist language or concepts were evident in these parts of any of the texts. *Jr. text* contained the fewest topics in the table of contents which might address gender equity issues. It contained more traditional top-

ics such as grooming, appearance, home maintenance, and babysitting, and fewer potentially sensitive or controversial topics. The table of contents in *sr. text 1* included seven topics with potential for addressing gender issues, for example: "loving relationships: equality" or "adjusting to infant care: shared parenting." *Sr. text 2* listed a total of 23 topics having potential to address gender issues, some examples being "socialization and sex role stereotyping," "changing roles in marriage." While the table of contents indicated potential to address gender equity issues, an examination of content is necessary to understand the ways these issues are taken up. The examination of the indexes of the books yielded findings consistent with the table of contents.

Photographs and Illustrations

In addition to a count of the numbers of females and males portrayed in the photographs and illustrations of the three books (Tables 1 and 2), a further analysis was done to explore the extent to which adolescent females of colour were represented in the texts. It became apparent that photographs and illustrations convey messages beyond mere presence. The size of the photographs, the absence of other people in the photographs, the content of the photographs, and the racial origins of the people portrayed carried messages about who the book was addressing and the kinds of images, roles, and relationships which are valued and appropriate. For example, the pictures of males alone used in *sr. text 1* was striking. A further analysis showed that *jr. text* included more females alone in pictures than males, whereas *sr. text 1* included more males alone than females, and *sr. text 2* featured equal numbers of females and males alone. It appeared that in *sr. text 1* the use of four full-page photos of males alone was a blatant appeal to men/boys. This contrasted with no full-page pictures of females in the book. All the texts showed females more often in traditional occupations such as teacher, waiter, nurturer. *Sr. text 2* featured no photographs which depicted home maintenance and home management activities.

Photographs in which both females and males appear were analyzed for the activity or dominance of each. Photos were considered *male dominant* when others' attention in the photos was turned to them or the males were taking the lead in activity; for example, a man carves while family members sit and watch, or males play musical instruments while females listen. *Jr. text* showed more females than males in such activities and *sr. text 1* showed an equal number of females and males involved in home activities. *Sr. text 2* contained no photographs in which either females or males were dominant or more active. In *sr. text 1*, males were more active or dominant in photographs, and in *jr. text*, females were more active or dominant but in traditional female activities.

Highlighted Sections

Highlighted sections of the texts were judged to exhibit a *boy/man perspective* when they addressed only their point of view on an issue. Some examples were in headings such as "Fathering," "Being a stepfather," "If you hurt your wife or girl friend when you are angry, you should know that..." Sexist language was found to occur more often in the highlighted sections than in other parts of the text, for example, the occurrence of words such as laundress, seamstress, housewife. In addition, the use of "he" was more common and the use of expressions such as "a swimmer...and his coach" (Foster, Hogan, Herring, & Gieseking-Williams, 1985, p. 27). The highlighted sections also contained descriptions of stereotypical behaviours and roles for women/girls and men/boys such as the assumption that child care is a mother's responsibility and mothers are instinctive caregivers. At the same time, the highlighted sections of texts did attempt to address gender bias by the use of inclusive language, the inclusion of males, the mention of differences between women/girls and men/boys, and the inclusion of gender equity issues.

Sr. text 2 encouraged critical thinking, as claimed in the preface and as carried through in chapter activities such as "a social issue to explore" which encouraged "reasoned opinions." It suggests knowledge is controversial and notes criticisms of Freud's and Maslow's work although it concludes the section on Maslow with "psychologists argue that Maslow's theory of personality development has some value" (Hanson & Gower, 1988, p. 68). Thus, while it encouraged the taking up of controversial issues, it also asserted conclusions about these issues. A clear and consistent position in favour of gender equity was not taken by any of the textbooks. The highlighted sections generally attempted to maintain a neutral or avoidance position regarding women-men relationships, and the inherent tensions of power differences, injustices, and inequities in those relationships. For example, topics included "How to have a successful date" which avoids mention of different traditions and expectations for women/girls and men/boys; and "matching the toy to the child" which says nothing about the socialization of children through toys.

Content

In the analysis of the content of the texts, it was found that *jr. text* and *sr. text 1* presented information as facts for retention by the learner. *Sr. text 2* attempted to encourage critical thinking.

	Jr. text		Sr. text 1		Sr.text 2	
	Number	Percent	Number	Percent	Number	Percent
Females	186	55	166	49	107	46
Males	150	45	172	51	125	54
Totals	**336**		**338**		**232**	

Table 1. Numbers and Percentages of Females and Males in Photographs

	Jr. text		Sr. text 1		Sr.text 2	
	Number	Percent	Number	Percent	Number	Percent
Females	105	58	25	40	9	25
Males	75	42	38	60	27	75
Totals	**180**		**63**		**36**	

Table 2. Numbers and Percentages of Female and Male Adolescents in Photographs

The content of all the textbooks was generally expressed in inclusive language which frequently masked the reality of female and male differences. An example was a caption under a photograph which read: "Exercise classes for *parents* and their infants can benefit both. While *parents* improve muscle tone, they learn various exercises to help their children's muscle development" (Leavenworth, Hendricks, Gay, Harriman, & Kreinin, 1985, p. 180 —emphasis added). The actual pictures portrayed mothers getting their abdominal muscles in shape after pregnancy. This is hardly necessary for fathers and therefore the attempt at inclusivity resulted in masking of difference and distortion of realities. Other examples appeared in discussion of the "empty nest stage" and retirement when the reference was again to parents rather than focussing on the different experiences for women and men in these phases of life.

In five areas of *content* (women's issues and problems, work roles, child care, socialization, and relationships), many specific details of content were compared and examined. In all three texts, the changing social roles and position of women in society were acknowledged at least in a minor way. *Jr. text 1* was clearly opposed to stereotyping. In its focus on the individual, it considered stereotypes as restricting and limiting of individual "chances." *Sr. text 1* took the stance that different gender roles are acceptable and addressed stereotyping as though a problem of the past. For example: "Sex roles are different than they were a generation ago.... Some men and women believe that if they follow rigid sex roles, they may limit their potential" (Leavenworth et al., 1985, p. 25). *Sr. text 2* gave scant attention to women's issues and problems and comments of the women's movement, e.g., "The suffragettes who chained themselves to pillars of buildings in the early 20th century to draw attention to their cause — securing the vote for women — were seen as behaving abnormally" (Hanson & Gower, 1988, p. 79).

All three texts implicitly located men's prime area of work in the public sphere and women's in the home. *Sr. text 2* used case studies which featured women as "homemakers" or described a woman who "left her office job to devote herself to the five children" (Hanson & Gower, 1988, p. 199-200). *Jr. text* advocated that housework be shared by all members of the family and at the same time reinforced traditional responsibilities through statements such as "you may offer to set the table when your mother is very busy" (Foster et al., 1985, p. 10) or "when your father gives you some extra dollars...."(p. 17). *Sr. text 1* reached conclusions such as, "Most couples agree that women should handle home management while husbands earn a living" (Leavenworth et al., 1985, p. 152).

Both *jr. text* and *sr. text 1* advocated the sharing of parenting. *Jr. text* included statements such as "Fathers share in primary responsibilities such as changing diapers, feeding..." (Foster et al., 1985, p. 119). Similar ideas were expressed in sr. *text 1* "Parenthood may be one of the most rewarding jobs you will have as an adult" (Leavenworth et al., 1985, p. 150). These statements however are contradicted by others that suggest that women are likely to leave the paid workforce to look after their children.

None of the three texts treated the different socialization of females and males as problematic. In *jr. text*, socialization was addressed only in one highlighted section but its importance was downplayed. *Sr. text 1* treated socialization as natural in a statement such as "From observing others, young children learn not only the proper behaviors for adult roles, but also who should play these roles" (Leavenworth et al., 1985, p. 204). *Sr. text 2* mentioned in the section on adolescence that sex role socialization occurs through a variety of influences and "In our society sex-role expectations are in the process of changing" (Hanson & Gower, 1988, p. 135).

Although the texts dealt with courtship, dating, and love, they did not discuss in any way traditional rituals (for example males asking, paying, driving) which keep females dependent and vulnerable. *Jr. text* included suggestions on relationships, such as where to go on a date, crushes, love, and breaking up. *Sr. text 1* was the only text which explicitly mentioned equality in relationships. It noted "Equality means that the ideas and feelings of both people are considered whenever a decision is to be made that will affect the relationship" (Leavenworth et al., 1985, p. 83). *Sr. text 2* included topics of casual dating, going steady, becoming engaged, and getting married. However, the discussion was kept very neutral, as in "Dating also helps people learn to get along with others and to accommodate different personalities" (Hanson & Gower, 1988, p. 155).

Exclusions in the content of the texts contributed to a perpetuation of the image of the nuclear one-wage family as more common than the dual-income family. None of the texts acknowledged the benefits or necessity of two-income families or dealt with the challenges of living in them. The possible benefits of divorce and one-parent families were ignored. Information about remarriage families and how to meet their challenges received insufficient consideration. The importance of equity in various types of relationships was not addressed.

Conclusions

The conclusions of this research will be reported by first returning to the initial questions which focussed it: To whom are the textbooks explicitly and implicitly addressed? What characteristics of learners are assumed by the textbooks? In what ways do the textbooks deal with gender bias? Second will be reflections on the methodology used and the proposal of questions to guide future text analyses; and third will be suggestions for the kinds of research needed on home economics school texts.

This research concluded that *jr. text*, despite an explicit statement in its preface that it considered its audience to be girls and boys, was in fact addressing primarily girls. Both sr. *text 1* and *sr. text 2* addressed boys more than girls. These conclusions were reached by looking beyond the preface of the book to consider how the various parts of the book related to each other, and by considering the implicit as well as explicit messages of the texts. Despite the apparent attempts to include boys in *jr. text*, more women/girl than men/boy images remained in the photographs, especially in activities traditionally dominated by women/girls. This domination was also evident in the content and highlighted sections of the text. Both of the senior texts included more men/boy images in the photographs and illustrations than women/girls. *Sr. text 1*, in the apparent attempt to become inclusive of men/boys, effectively became men/boys dominant. This domination of men/boys was also evident in the text and highlighted sections of both senior texts.

The concept of *gender balance* proposes that both girls/women and boys/men be included in textbooks and that information about the experiences of both be conveyed. Some textbooks attempt to address both girls/women and boys/men by being non-specific. However, the notion of gender sensitivity requires careful attention to gender and it is therefore necessary to be explicit in addressing girls/women and boys/men. This intention needs to guide the selection and presentation of photographs, highlighted sections, and content, so that consistent messages are given about validating different experiences and perspectives.

At no time did any of the three texts suggest that students should question or challenge the messages the texts conveyed. In all three textbooks it was implied that students would accept the authority of the text. This conclusion supports the view of Westbury (1990) who describes texts as "the most significant limiting force" for those who wish to move toward more equitable practices in schooling. One possible way for texts to contribute to gender equity is to encourage students to think critically about society and social issues with some gender awareness and sensitivity. If textbook knowledge is to play a part in social transformation as suggested by Weiler (1988), information should be considered problematic rather than factual and students should learn to examine critically social issues, and develop ways of affecting social institutions.

The textbooks analysed illustrate five different responses to current feminist theories and to the call to teach for and about gender equity. Each of the responses holds promise: however they also have the potential to introduce other biases and distortions of reality. One response in the home economics texts in this study was to *balance visually* the inclusion of men/boys and women/girls in the books. The problem with this approach in these texts was that it resulted in excessive inclusion and a visible dominance of boys/men over girls/women in one book, and risked a men's/boys' perspective coming to dominate women's/girls' in the content of the texts.

A second response was the use of *gender neutral* (or inclusive) language. There was also evidence that this approach had the potential to create new problems of bias. For example, the language of "spouse abuse" suggests a similar frequency of violence against women and men in intimate relationships and conceals the more serious problem of violence against women. Using inclusive language can also lead to inappropriate generalizations, such as the example in one text which reported research on delinquent boys using the inclusive term "delinquent adolescent" rather than the specific group to which it referred.

A third response was to expose differences between women/girls and men/boys which can provide a *gender balance* in information. Unfortunately, this approach included reporting information as isolated and factual rather than as contextualized and problematic. For example, one text included a table showing the differences in income between women and men, but no discussion was encouraged about the sources of or possible solutions to these inequities. In most instances, too little information was included about differences or their contexts to stimulate serious questioning.

A fourth response was to include issues of relevance to gender equity. This approach of directly addressing gender inequities is likely necessary for *gender sensitivity*, but none of the texts examined took a strong stand on gender issues. Discussions were neutral rather than controversial, and frequently ambiguous. For example, students were told by one text that the traditional division of labour gave women the responsibility for homes and children. Although the textbook suggested this was changing, it also suggested that couples must decide for themselves and that many still choose to divide tasks along traditional lines. Problems relating to gender were treated as individual and not social problems.

The final response evident in the textbooks in this study was to encourage critical thinking about social issues, an approach that could contribute to *gender sensitivity* and *gender balance*. This approach was attempted in only one of the three textbooks. The problems evident with this approach were that it was not consistently applied throughout the textbook and it was not used to direct the students' attention to current gender issues in society.

The findings of this study support others' claims that within school texts "outmoded and inaccurate ideas persist, that higher levels of cognitive functioning are mainly excluded, and that most potentially controversial topics are simply ignored" (Woodward & Elliott, 1990, p. 157). However, before this claim is given undue credence, it is also recognized that what is in a text is not necessarily what gets taught or learned (Apple, 1990). Any text is open to multiple readings by teachers and students in which the knowledge that the text perpetuates may be accepted, reinterpreted, or rejected (Apple, 1990). Nevertheless, it is granted that teachers do not readily construct oppositional readings to texts (Cherryholmes, 1988; Tulley & Farr, 1990). Both Cherryholmes (1988) and Weiler (1988) argue that changing texts alone is an inadequate response in fostering gender equity in schooling. Subversive and counter-hegemonic practices must be encouraged, in which "Teaching can assist students to interrogate textbooks and themselves, and can point out linkages to larger social settings and experiences not immediate to their world or classroom" (Cherryholmes, 1988, p.12). De Castell states "Textbooks are useful...to the extent that they are read oppositionally and critically, with specific attention paid to their connectedness and fragmentation, their selectiveness and partiality" (1990, p. 112).

All five responses that these texts made to current feminist theory and the call for gender equity can be appropriate. However, if texts are as powerful as has been suggested in shaping instruction and defining knowledge, they must be more clearly and consistently supportive of gender equity if they are to be effective. But since textbooks are notoriously conservative and non-controversial (Apple, 1990), it is also important that teachers become critical readers and implementers of texts (Ben-Peretz, 1990).

Methodological Reflections

The findings suggest that to detect bias in texts, the content needs to be analyzed for both explicit messages and implicit messages. Texts need to be analyzed for what is present within them as well as what is absent. This research supports the view that the six common components of texts (preface, index, table of contents, illustrations, highlighted sections, and content) should be analyzed as separate components

and for congruency among them. As was well recognized in previous studies, pictures and illustrations conveyed powerful images and messages. The findings indicate that not only the numbers of women/girls and men/boys in photographs should be analyzed, but also that the race and ethnicity, age, number, and activity of people in the photographs should be considered. In this study, the suggested activities sections at the end of chapters were read as part of the content. It is recommended that future studies treat the suggested activities as a separate section for analysis because it is likely that it is in this section that encouragement of critical readings of the texts will be apparent.

The exploratory purposes of this study resulted in reformulating the questions of analysis used in the research, and proposing the following to guide future research and the analyses of texts by educators.

1. Is sex-specific language used to identify differences and clarify problems arising from sex discrimination and gender socialization? Is inclusive language used in situations where gender difference makes no difference?

2. Are both women/girls and men/boys represented equally in a *variety* of both traditional and non-traditional home and public sphere activities?

3. Are issues and experiences examined from both women's/girls' and men's/boys' perspectives? Are the different problems faced by women/girls and men/boys addressed in terms of causes, consequences, and justice?

4. Are important issues of relevance to gender equity addressed consistently in both the content and highlighted sections?

5. Are students encouraged to think critically about social issues, relationships, and traditions in terms of justice and equity?

6. Are home/family activities and socially desirable, traditionally "feminine" characteristics presented with esteem and value, or are values placed primarily on public sphere activities and socially desirable, traditionally "masculine" characteristics?

7. Does the textbook advocate the valuing of differences between and among women/girls and men/boys? That is, is there a sensitive and balanced inclusion of difference based on age, race, class, able-bodiedness, sexual orientation, etc.?

8. Is the history of women's/girls' struggles for equity in families and the public sphere presented, and the problems arising from past discrimination recognized and analyzed?

9. Does the textbook advocate gender equity both in homes and family and in the public sphere?

Needed Research

One outcome of this research was the proposed new questions which can be used in detecting the unsaid, the absences in knowledge, and the implicit messages contained in texts. Research is needed to test these questions further for their usefulness and appropriateness in analyzing gender bias.

In home economics education, we know little of the ways texts are used. Do teachers in home economics rely on texts in teaching and if so, what characterizes these teachers, their practices, and the conditions of their work? Investigations are needed as to the extent of textbook use and also into the ways in which texts are used by teachers. It is suggested that the content of texts can encourage either counter-hegemonic teaching or passive acceptance. Studies are needed which would examine the content and form of texts and their relation to classroom practices. Case studies of texts in use can provide insight into the ways in which teachers mediate texts, whether they be course textbooks, curriculum guides, or teaching materials. Furthermore, research is needed on the meanings students give to texts, in what ways are textbooks mediated by the students who use them, and how do they influence what gets learned in classrooms.❦

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Influencing Public Policy Using the Social Change Model: A Comparative Analysis

Sue L. T. McGregor

Of growing concern to families is the reality that adverse conditions, economic and social, have created unpredictable circumstances which have a serious impact on the most central operations of the family unit. Since many of these situations are beyond individual or familial control, our professional response must acknowledge and manage the impacts of these larger systemic forces. We are charged with creating an environment which would allow family units and the family as an institution to function effectively (Kieren, 1994). Implicitly, we must deal with the social change that is affecting family well-being and quality of life and facilitate family functioning within the broader context of existing government and other institutional policy. To paraphrase Kieren, this means moving beyond fixing up the irritations towards overhauling the whole system, moving from dealing with issues to dealing with values shaping the issues. We need to rethink how we work with other institutions and groups which shape the environment within which families live and work.

This paper suggests that influencing policy from a social change perspective is a new way of thinking about the *practitioner/institutional relationship.* This position is a natural progression from McGregor's (1993) earlier argument that awareness of the "issues management model" would help us to affect political change to the benefit of individuals and families. She intimated that the type of change that could result would likely be immediate, technical, and issue specific—hence the name "issues" management.

A perceived limitation of issues management is that, although it deals with immediate practical family problems, it does not address the systemic problems that are the impetus for these problems. These systemic problems originate in the underlying value premises of such social institutions as government, corporations, religion, and the educational system. Issues management addresses mainly the symptoms.

Abstract

The dominant value traditions that have guided social and family policy development have contributed to obscured and delayed recognition of the connections between families and government, especially in these times of dynamic social change. We need to reflect on the implications to our practice of relying on issues management more than on social change to influence public policy. To facilitate this reflective process, this paper presents the results of a comparative analysis of these two models. The stages of the social change model are reviewed and then compared and contrasted with the issues management process to show their respective impact on influencing public policy such that it encompasses family and human betterment values. It is indisputable that both types of change management are absolutely necessary if we are to fulfill our mission through affecting political change; we need to empower the family as a unit (manage issues) and as a social institution (affect social change).

Résumé

Les traditions dominantes qui ont guidé l'élaboration de politiques sociales et familiales contribuent à la difficulté de saisir les liens entre le gouvernement et les familles, tout particulièrement en cette période d'évolution sociale dynamique. Comme nous avons tendance à nous appuyer sur la gestion des questions d'intérêt plutôt que sur l'évolution sociale pour influencer la politique gouvernementale, nous devons absolument examiner les répercussions de cette façon d'agir sur notre pratique. Cet article vient faciliter cet examen en présentant les résultats d'une analyse comparative de ces deux modèles et en démontrant comment chacun réussit à influencer l'élaboration de politiques officielles pour qu'elles améliorent la qualité de vie des personnes et des familles. Il est clair que ces deux types de gestion des changements s'avèrent nécessaires, si nous voulons remplir notre mission en influençant l'élaboration de politiques officielles; nous devons habiliter la famille en tant qu'unité (gérer des questions d'intérêt public) et en tant qu'institution sociale (influencer l'évolution sociale).

Consider the following scenario: If we want to enable individual families to cope with and adapt to immediate prevailing changes in the ecological environment, we could help them appreciate the appropriateness of recycling and show them how to reduce, reuse, or refuse to use certain goods and services. This is issues management. On the other hand, if we want to amend the changed environmental situ-

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ation (i.e., a "novel situation") that is contributing to the immediate issues, such as the green-house effect, destruction of rain forests, pollution, ozone depletion, and waste disposal, we could help families as a social institution to examine their values, beliefs, meanings, and attitudes towards consumption to better deal with and change the underlying social value premises of government, business, and consumers, so that there is more respect for the ecological system. A successful result would be a new situation based on different value premises, not merely an alleviation of the symptoms of systemic imbalance.

From this example it is evident that issues management may well be an effective means to benefit the immediate well-being of individuals and individual families but in order to bring about changes in institutional and societal values and practices, we must supplement issues management with the management of social change.

Social Change Model

Social change refers to the introduction of new or different phenomena into the society, such as a change in family structure and composition, a change in government practices, and a change in economic conditions, often in concert (Zimmerman, 1988).

Families as an institution do not have power equal to that of governments and corporations. Their contributions to society have been devalued and dismissed as trivial and non-profitable (McGregor, 1994; Thompson, 1988, 1992). Moreover, it may be that our profession has contributed to this problem by failing to "promote the social conditions that would strengthen and elevate the family as a vital and effective social institution" (Baldwin, 1991, p.42). Zimmerman (1988) argues that the dominant value traditions that have guided social and family policy development have contributed to obscuring and delaying recognition of the connections between families and government. She offers a social change framework to help us understand the conflict and contradictions that stem from the imposition of dominant values which may not advance the interests of families.

"Social change" derives from a complex constellation of (a) changing material conditions, (b) revolutionary ideas, and (c) impressive personalities in action (Roberts, 1985). Zimmerman's social change framework presents seven stages in the process of social change **(Table 1)**. She notes that it is evident that "the social change framework is constructed around institutional structures and relations and the value premises that underlie them" (1988, p.41). The transformation and accommodation of values is an inherent part of social change (Roberts, 1985). Zimmerman suggests that the introduction of new or different phenomena into society is complicated because people respond to threatened interests by interpreting the change differently and by assigning different meanings or significance to the change depending on their own value premises. The values of competing interests are often in conflict with each other and with government as an institution. If the underlying values driving decisions in the political and economic environments are not conducive to ensuring and enhancing family well-being, our responsibility is to challenge and, if deemed necessary, change the prevailing value systems, whether they be the values shaping government policy, business activities, or consumer and family behaviour (Kieren, 1994).

(1) at any given time there is a set of existing values and social structures (replete with recognizable institutions —family, marketplace, government, education, religion, culture, community, etc.)

(2) Should there be a change in social structure (a structural change) a complex novel situation exists (e.g., changing family composition and function; economic restructuring; political reconfiguration).

(3) Individuals and groups affected by the change then begin to define, evaluate, and interpret the new situation.

(4) A variety of competing perceptions and definitions of the novel situation will exist and will have to be taken into account. Competition and confusion often result, stemming from fundamentally divergent perceptions of the situation due to different value systems.

(5) There will be a mobilization of strong individuals and groups to support their definition of the situation and they will lobby government for social action to deal with the novel situation. The goal is to make government adopt your value premises

(6) In this model, social action by government to react to and accommodate the new situation can comprise combinations of (a) moral suasion, (b) legislation and regulations, (c) new institutions, and (d) organizational reform.

(7) The result of government intervention should be social reform which leads to a new novel situation... and the cycle continues

From Zimmerman, 1988, p.41.

Table 1: Seven Stages in the Process of Social Change

Comparative Analysis of Social Change and Issues Management Models

We need to reflect on the implications for our practice of relying only on issues management to influence public policy rather than using both social change and issues management. To facilitate this reflective process, this paper presents the results of a comparative analysis of the two models carried out in senior Family and Consumer Policy courses at Mount Saint Vincent University between 1992 and 1994. Analysts relied on the work of McGregor (1993), Stanbury (1986, 1993), and Zimmerman (1988). A summary of this discussion is presented in **Table 2**. **Table 3** portrays the fundamental similarities between the two models. At first glance, they appear to be quite similar but closer examination reveals that they are fundamentally different.

A New Situation

Both models serve to help us bring about political change and evolution but for different reasons. While those employing the Issues Management Model (IMM) want to manage change to enhance the performance of the individual or family, those employing the Social Change Model (SCM) want to bring about social reform for the good of the family institution and collective society. Their concern is to make sure that government is made aware of and incorporates the values of those advocating the change when making policy decisions.

The IMM advocates identifying and managing issues that may result in

Issues Management Model	Social Change Model
• use this approach for the solution of practical family problems, using technical actions/experience	• use for the analysis of perennial family problems using interpretative and critical practice
• concerned primarily with economic and physical well being	• concerned with predominately emotional and social well being
• change is called emerging issue (symptom of social problem)	• change is called novel situation (complex of events & people)
• practitioners are concerned with advancing their position so as to gain an advantage for themselves or client	• practitioners are concerned with striving to advance their position for the benefit of society as a whole
• study the impact of changes in the near environments on the immediate well being of the individual or family	• study the long term impact of new social situations on the family as an institution and on collective society
• model deals with social change manifested as issues so that government action has beneficial impact on immediate family or individual well being	• model is concerned with changes in the value structures and premises which are used as the premise for legitimizing social institutional structures (government, schools, marketplace, family)
• model assumes that one organization (eg. CHEA) is interpreting the situation in light of the impact on them (or their clients); assessment of this is based on only the association's perception of the situation	• model assumes that competing interests are interpreting the situation using different value premises resulting in very different interpretations of the same situation; accomodates different interpretations and perceptions
• model assumes that implementation of a strategy will fix the problem to the economic or physical well being of the client	• the prevailing definition of the situation will determine future government actions or strategy to deal with the novel situation; there is no quick fix as with issues management
• model accounts for recent changes in macrostructure (economy) but does not account for changes in value structures	• model deals with changes in social value structures as measured through the impact from other macrostructural variables (economy, politics, social problems)
• those adopting this model are concerned with their interpretation of the situation more so than others; the strategies they choose to deal with the change (issue) will reflect their definition of the situation	• model accounts for oscillation of value themes and perceptions of perennial problems over time; those adopting this model will analyze the value system and position of other advocates and choose strategies accordingly
• model is concerned with how the family can cope with or manage an issue to minimize threats or maximize opportunities (implies control, manipulation, and power)	• model is concerned with how the family can be empowered so that the institution of the family and society are better off as a whole as a result of the change (adapt to and shape change)
• perception is that one's own interpretation is the paramount position and you will have won if you enhance the immediate predicament of the family (manage the issue)	• challenge is to guarantee that one's own interpretation is paramount in the eyes of the political players, even though other interpretations are also being offered; you will have won if your value premises are adopted by government when it implements social reform (hopefully family and humane values)

Table 2: Issues Management versus Social Change

Both models accommodate:

1. a new situation which causes alarm and concern for family well-being;
2. social discussion resulting in the generation of solutions and alternatives;
3. the existence of competing interest groups who define and interpret the situation;
4. the development of a strategy to deal with the problem;
5. the lobbying of political agents to advance one's position;
6. political action and some form of change to address the challenge, and
7. the reality that this reform may well lead to another "problem" but in another context.

Table 3: Fundamental Similarities between the Issues Management Model and the Social Change Model

immediate harmful (or beneficial) impacts on the individual or family. The SCM deals with systemic imbalance in the existing social structures and advocates for changes in the value premises of key societal institutions (government and business). Thus it addresses the root of the problem to ensure long-term societal prosperity (by empowering the family institution) while issues management treats only the symptoms to ensure short-term benefits for individuals and families.

Both models proceed through an issues identification process but with different labels. The IMM tracks emerging issues and complications due to one or two challenges coupled with one interpretation, that of the practitioner. The SCM deals with the totality of a novel situation and implies a complex of circumstances made more complicated by conflicting interpretations of the situation.

Both models deal with changes in the macro-structure that impinge on families' interests. The SCM perspective enables one to strive to deal with the interests of society at large by empowering the family as an institution, while the IMM deals with the narrower, but not less important, interest of individuals and families per se resulting from their own actions or their inability to

cope with the actions of other institutions, specifically government and corporations.

The SCM deals with the impact of underlying values driving policy decisions while the IMM deals with the specific policy issues but not the root of the issue or the values shaping decisions made by other institutions. For example, all commercial firms are driven by profit, a fundamental value, leading some to engage in unscrupulous marketplace behaviour such as misleading advertising or fraud. This results in consumer problems which are dealt with through consumer policy (e.g., the Competition Act). If we want to prevent marketplace failure in general and hence reduce the nature and number of consumer issues, we should spend our efforts targetting the value structures of industry rather than solely helping consumers who have been harmed. Helping consumers after the fact may be "easier" than reshaping the values of commercial firms, but this tactic will not alleviate the systemic flaws causing the issues.

Social Discussion and Competing Interests

The nature of our response to the change may shape the generation of solutions and alternatives to the novel situation with its resultant social discussion and debate. While those adopting only the IMM assume that their particular interpretation of the issue is paramount, those adopting the SCM appreciate that there are competing interpretations of the same situation and the challenge is to guarantee that one's own interpretation and value system is paramount and seen to be of major significance in the eyes of the political players as they make policy decisions. While those using the IMM want government to make a policy that benefits the family and family members, those using the SCM want to change the values that government is using in generating the policy decision.

The selectivity inherent in the IMM may lead to the inappropriate dismissal of key issues. Also, the SCM may lead to lack of resolution of systemic imbalance due to different value systems that cannot be reconciled. Even what is on the agenda for social debate is in question because of different approaches to the perception that a change has indeed occurred.

Strategies and Advancing One's Position

The two models will develop different strategies to deal with the change. The IMM is primarily concerned with minimizing threats or maximizing opportunities with non-designated concern for the quality of the interchange and does not allude to relationships nor to values. The IMM's assessment of the issue is based on only one perception of the situation, although it may accommodate a process to analyze the position of other competitors (Stanbury, 1993). The SCM deals with relationships between families and government and assumes that the prevailing value systems determine the nature of these relationships and how they are perceived, defined, and structured. The SCM accommodates many different interpretations and perceptions of the new situation. Those who use it are aware of many competing interests that contribute their own opinions based on their values.

Social Reform and a New Novel Situation

The SCM suggests four forms of social action (step 6 in Zimmerman's (1988) 7-stage process), while the IMM recognizes only legislation. The assumption that government should protect us by regulating the behaviour of competing interests through legislation presumes that people are not able to take control of their own destiny. This is the "benevolent" model of practice leading to disregard for stakeholder strengths and competencies. The SCM recognizes moral suasion as well as legislation and regulations. Resulting organizational reform and new institutions accommodate participation, cooperation, and collaboration enhanced by empowerment and enlightenment. This is the "empowerment" model of practice, leading to transformation of social institutions, including the family (Gue, 1993; Vaines & Mitstifer, 1993).

To illustrate, if we practice from a benevolent model to deal with family hunger, we would set up food banks as a way of managing an issue which results because people cannot buy food perhaps because they have lost their home or their job. If, on the other hand, we practised from an empowerment model, we would lobby governments to make them appreciate that families are being bombarded by factors out of their control: the rapidly changing eco-

Social Change Model	**Issues Management Model**
• a transforming actor	• a change agent
• dealing with perennial (generational) problems	• dealing with practical (every day) problems
• caused by systemic imbalance	• caused by symptoms of systemic imbalance
• using interpretative and reflective (critical) practice	• using customary and instrumental (technical) practice
• by employing the Empowerment model	• by employing the Benevolent model
• leading to long term societal benefits	• leading to short term benefits for individuals and family units
• via shaping and influencing change	• via copying and adapting to change
• resulting in enhanced social and emotional well-being	• resulting in enhanced economic and physical well-being
• and empowerment of the family as an institution	• and short term aid to families and individuals
• with continued use of cooperation and compromise	• with continued reliance on control, management and dependence
• always accommodating values and relationships and what the family brings to the situation	• and inadequate concern for values and relationships and what the family brings to the situation

Table 4: Nature of Practice depending on Change Management Model used to Influence Policy

nomic system, social system, and political system as well as family demographics. Using this political tactic, we are leaning more towards dealing with the systemic changes which cause the need for food banks. We are effecting social change resulting in empowerment.

Evaluation is part of the process for both models. The IMM uses both formative evaluation (the model calls it "forecasting" and "ranking") and summative evaluation of the impact of their strategy in achieving their objectives. Those adopting the SCM conduct formative evaluation of the impact of the new situation on their position as they interpret and advance their position relative to others who hold different value systems. They perceive the fallout of government action as generating a new "novel situation."

Success for the two models is seen from different perspectives. Those embracing the IMM assume that they have been successful if they are able to manage the situation to positively enhance the performance of the family. Those embracing the SCM believe they have been successful when their value premises are adopted by government as it implements social reform.

Implications and Recommendations

Being mission- and reformist-oriented implies that our profession must move beyond generating information just to have it and from being change agents to also being transforming actors, using our theory, knowledge, and experience to change institutions from within (Mayer, 1989; Vaines, 1980; Vincenti, 1982). We need both issues management skills and social change skills in order to fulfil our mission. Vaines (1985) noted that, on the one hand, a change agent, using change management strategies and technical and interpretative practice, helps people manage change so they can cope with and adapt to what is happening in society. On the other hand, a home economist fulfilling the role of a transforming actor helps people, through interacting with them and within social institutions, to effect or shape change in society by making things happen rather than reacting to them. Arcus notes that, although we still need to engage in the description and monitoring of change, i.e., change management, we also need to move to shape social change, i.e., transform social institutions so that they place more value on the family as an institution (Arcus, 1985; Thompson, 1988, 1992). "Transforming" refers to reordering, restructuring, rearranging, recomposing, or reorganizing often invisible social institutions, such as families, schools, religions, governments, legal and judicial systems, marketplaces, labour markets, and communities, to value families (Bubolz, 1990; Engberg, 1989). As home economists, we are much more familiar with helping people manage change so they can adapt to what is happening in society, rather than actually changing society!

By undertaking professional activities that transform the values of other institutions, we can better ensure that political decisions will be based on different value systems, preferably values adhered to by the home economics profession, such as justice, freedom, and equable access to resources (Bubolz, 1990). These values better enhance the well-being of both humanity and society, families as social institutions as well as individuals, and individual family units.

Conclusion

To enable families as both self-contained units and social institutions to be empowered and enlightened global citizens (Vaines, 1988; Vaines & Wilson, 1986), we need to appreciate the merits and appropriateness of both the social change model and the issues management model when we attempt to influence public policy. The nature of our resultant practice may well be shaped by which of these models we most frequently espouse.(see **Table 4**) Both types of change management are necessary if we are to fulfil our mission and affect political change: we need to empower the family as a unit and as a social institution. This is more readily achieved if we add the social change model to our repertoire of professional competencies to complement the management of issues affecting families.❦

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A Home Economist Speaks Out

An Ideal of Persons Educated in Home Economics: A Response to Thomas & Smith

Frances M. Smith

In response to the question by Thomas and Smith (1994), "What is it that we most want students in home economics to know, to understand, to do and ultimately to be in relation to the world?" (p. 24), I offer the following thoughts.

First, I would like to provide some clarification to distinguish between home economics and home economics education. "[H]ome economics education is part of the larger profession of home economics" (Brown, 1980, p. vi). The distinction between home economics and home economics education is important here. Home economics education is but one area of specialization in the broader area of home economics which includes other areas of specialization, such as textiles and clothing, food and nutrition, housing, management, family relations, child development, and, often, hotel and restaurant management.

The two publications by Brown, *Home Economics: A Definition* (1979) and *What is Home Economics Education* (1980) used by Thomas and Smith, make this distinction and also elaborate on the relationship between home economics education and other areas of specialization in home economics. Brown (1980) states that home economics is educative: All specializations within the profession are educative in nature. She then goes on to make distinctions between the service of home economics education and the educative service in other home economics specializations. First, in the setting where home economics educators work, the contact between "professional" (teacher) and "client" (student) is often longer and more continuous than in agencies or private practice where specialists in home economics work.

Second, the problems of concern to home economics educators often are broader in scope than those other home economics professionals face, which are usually problems of immediate concern to their clients and problems related to the area of specialization of the home economist consulted.

Third, home economics educators seek to develop the capacities of their clients (students) and are less likely than other home economists to be involved with solving directly the immediate problems of clients. Home economics educators use the content of specialized areas of home economics in the education process, whereas other home economists use the knowledge base of home economics education to communicate their specializations.

Having made the distinction between home economics and home economics education, I wish to direct my remaining comments to the question, What is it that a home economist (in all areas of specialization including home economics education) should know, understand, be, and do? The assumption is that the knowledge base of home economics is one of an integrated practical approach to perennial problems faced by the family. The field of home economics, like all defined areas of knowledge, has a limited scope. It has sub-divisions or specializations that contribute to a defined purpose. It has both theory and practice to accomplish valued social goals of the profession. Home economics draws knowledge from uniquely selected and organized disciplines, then transforms it to practical use.

In general, I agree with Thomas and Smith's description of "the ideal person educated in home economics," but I wish to add my thoughts to theirs. My goal is to reinforce, clarify, and expand.

I believe that persons educated as home economists are practical and able to use both hands and head in making reflective decisions. Home economists are prepared for "doing." Ideally educated home economists may have an education in a specialty but retain a generalist's perspective. They have defined areas of expertise such as education, textiles, food, human development, and management, but see their area as a part of the whole that relates to home and family. The "experts" are aware of their own limitations, know the persons who can supple-

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ment their abilities to solve complex problems, and are aware of how their knowledge and skills integrate with other experts towards the same valued ends. Ideally educated home economists would work with others in areas of specializations which complement theirs to solve complex and multi-faceted problems related to home and family.

As Thomas and Smith indicate, a person ideally educated in home economics would exhibit an "ethic of caring." Caring means an involvement with people, families, and communities. It is based on an understanding of diverse individuals and families from around the world. It involves being open to values and beliefs different from one's own and feeling what others feel even though one's own beliefs may be rejected.

This aspect of caring was illustrated by fourteen senior students about to graduate from a university home economics program in a variety of areas of specialization who were interviewed and asked to describe home economists. All espoused an interest in people as a characteristic of themselves and their contemporaries (LeBleu, 1992; LeBleu & Smith, 1994). The following are some quotations from the interviews: ..."Home economics...centers on helping people throughout the lifespan in all aspect of their lives..." ..."people oriented, wanting to help others in some way, one on one (with) people." ..."concern for human beings, whether individual, consumers, or families."

Thomas and Smith include also an ethic of justice in the characteristics of an ideal of a person educated in home economics. However, they seem to imply that the ethic of caring and the ethic of justice are mutually exclusive. Both are needed. Both caring and justice are considered in such decisions as distribution of resources, resolution of conflict or determination of the rights and responsibilities of individuals and families. For example, the ethic of justice requires that, when caring for the needs of a single family, the needs of all families whose resources are limited be taken into account.

Gilligan, Ward, Taylor and Bardige (1988) capture the tension between the two moral perspectives. "A justice perspective draws attention to problems of inequality and oppression and holds up an ideal of reciprocity and equal respect. A care perspective draws attention to problems of detachment or abandonment and holds up an ideal of attention and response to need" (p. 73). Ideally educated home economists must be able to sustain the two moral perspectives — equality and attachment — and be constantly aware of the tension between the two as experienced by themselves and others.

My ideally educated home economists are caring and rational persons. They continually refine their meanings and beliefs about home and family through reading and writing and through interaction with other professional colleagues and community leaders.

Meanings of beliefs, concepts, norms, and motivations are acquired through social interaction in a community in which all its members communicate with each other (Brown, 1980; Habermas, 1984). The ability to communicate is necessary to share meanings and beliefs. Communication was deemed to be important by those students (preprofessionals), identified earlier (LeBleu, 1992). "...It is important to be a good communicator. You can have all the knowledge in the world built up inside you... unless you communicate it..., it is not going to do any good." "...Communication skills are important because if you know how to communicate ... effectively you can pass your message on pretty well."

Being a good communicator involves a great deal of listening. Communication involves acknowledging another's viewpoint, being open to new information at all times, and continually evolving a set of meanings and beliefs.

Home and family is the environment in which members of a community learn to communicate. Home includes the physical setting as well as the artefacts that give rise to a continuity in one's personal life, one's culture, and one's world. Family is seen as the social unit for forming a stable and secure environment for human relationships, for nurturing and educating the young, and for developing control over social systems including political and economic. The form of the family is less significant than its substance and stability (Brown, 1979). It would seem advantageous for the education of our ideal person to provide experiences with families other than the one of origin. Reading, exchange programs in other cultures, or work with a variety of families in the country of origin could provide these experiences.

Reading is an important activity of ideally educated home economists for other reasons. Reading is recommended for increased vocabulary and an expanding understanding of other cultures based on understanding one's own culture. Reading is used as a basis for contemplating and reflecting on the ideas of great thinkers, supplementing the abridged and quick media messages which surround us, and providing an ever expanding horizon for thought and action.

Looking back on my education as a home economist, after many years, I think its most important aspect was the confidence it gave me to continue to learn. I could wish I had been encouraged to read more, to be more confident that what I believed was important, and to be tolerant of differences, but I learned much about all those things through professional experience. I have had experiences I would not have believed possible when I began my career at the age of 20 in the 1950s. Advances in communication open up ever increasing possibilities for young professionals. My wish for new professionals is that they build on what came before, that they believe in themselves, and work to improve life for all. ❦

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On the Job

The Life of a Home Economist: Kari Balzersen Quraeshi

Kari Balzersen Quraeshi, BA, MSc, received the CHEA Federation Award/Prix de fédération at the 1994 Congrès de l'ACEF/CHEA Conference in Quebec City. She is one of a small number of Canadian home economists who have played an active role in the International Federation for Home Economics and is credited with being, herself, the driving force in initiating the International Year of the Family.

Kari came to Canada from her native Norway in 1962. She had studied in the United States as a Fulbright Scholar, having received an International Scholarship through the Ford Foundation and American Home Economics Association, then returned to Norway to spend a few more years teaching elementary school, including home economics and music, before emigrating to Canada. Since then she has worked as a teacher in elementary education and home economics education at all levels, curriculum development, and teacher training. Her professional experience in Canada and overseas, spanning more than 30 years, has seen her teaching in such far-flung places as Oslo and the Arctic Region of Norway, Montreal and Halifax, Chalimbana in Zambia, and Pakistan. Her experience has been broad-ranging, including work at the grass roots level with women's organizations and active involvement in the field of Home Economics International Development. She has been a short-term consultant in home economics for a CIDA-sponsored project in Zambia, "ZAMBIA-CANADA, General Human Resources Development Project," at the National In-Service Teacher Training College, Chalimbana, Lusaka, Zambia. At present she is Project Manager for a CHEA/CIDA-sponsored Partnership Program in Pakistan: "PHEA/QHEA Association Strengthening Through Home Economics Extension Uplift." This is a multi-phased project focussing on pre-school enrichment, vocational training and literacy, income generation, health, and human resources development, and involves working in close collaboration with administration and faculty at the College of Home Economics at Punjab University, Lahore.

Kari has worked with senior government officials at the municipal, provincial, and national level, as well as with the executive of women's organizations in Lahore and Islamabad. At the grassroots level, she has participated in focus interviews and visits with the women of the Kachi Abadi, Basti Saiden Shah, in needs assessment and participatory planning sessions for training programs for the women. During regular working sessions in Pakistan, she developed a network of resource people in the field of education, women's development, and social services.

She has been a Québec representative to the Montreal Council for Women and a representative for the Quebec and Canadian Home Economics Associations to the International Federation for Home Economics at meetings in Paris and Strasbourg, France; Oslo, Norway; Los Angeles and Minneapolis, USA; and Hanover, Germany.

Here is Kari's story of how the International Year of the Family came about:

"Reflections on the Formation of an Idea Brought into Action":

"In 1982 the notion for an International Year of the Family was not new. Another proposal had previously not materialized primarily for lack of international support. I learned this, preparing to attend the IFHE Biannual Council Meeting in Strasbourg, France, July 26-29, 1982, as the CHEA representative to IFHE, and saw the possibility for reintroducing the concept for an International Year of the Family to an international forum. My rationale and strong motivation in promoting an IYF was, as a home economist, due to the fact that, since previous International Years had placed focus on the individual, e.g., 'The Child' and 'Women,' the time had come to focus on the inter-relationship of (families,) from single parent to kinship groups, interdependence rather than independence."

In her chronological account of events, she tells how, during the exchange following her presentation in Montreal on "The Family" as keynote speaker to the Annual General Meeting of the Canadian Federation for Home and School Associations in 1982, the notion for an International Year of the Family was brought up. Then the concept was discussed at a Québec Home Economics Association executive meeting followed by a presentation of a resolution for an International Year of the Family to CHEA at the National Conference in Edmonton. "The idea," she says, "was that if CHEA passed the resolution for an International Year of the Family, the resolution could be presented to an international forum at the IFHE Council Meetings in Strasbourg." The resolution was presented to the CHEA Board of Directors and approved. In July, 1982, in Strasbourg, "The CHEA motion for an International Year of the Family was pre-

sented by me, as the CHEA-IFHE representative and leader for the Canadian delegation, to the IFHE Council at the Council Meeting. The meetings were held in Palais de l'Europe, seat of the Council of Europe. About 84 countries were represented. After a highly intense and political debate, the resolution was passed! The resolution for an International Year of the Family was subsequently brought by Monica Toupey, Austria, IFHE council member, to the United Nations Centre for International NGOs, in Vienna, to be developed further."

Kari reflects on that event in Strasbourg:

"The memories of that occasion are still so vivid. I had written the motion out on these long sheets of construction paper and by mistake left them behind on the charter bus for a reception with the Mayor at City Hall in Strasbourg. I was up most of the night to rewrite all the 'whereas's.

"With the help of Marilyn McDowell, Dolores Shymko, Wanda Young, Margaret Arcus, Gloria Baxter, Lila Engberg, Joanne Mackie, Carmelle Therien-Viau and Doris Badir, we stood on chairs and stuck the written resolution high on the wall in the Assembly Hall of the Palais de l'Europe, for everyone to see. The debates were translated into three languages.

"It was truly an eventful IFHE Council Meeting for the Canadian Home Economists in Strasbourg in 1982— Doris Badir was elected IFHE Vice President for Americas Region, and the CHEA motion for an International Year of the Family was passed by the IFHE Council, to be presented to the United Nations as a resolution for the promotion of an International Year of the Family."❦

DRAFT PLATFORM FOR ACTION

Section I: Statement of Mission

Section II: Global Framework

Section III: Critical Areas of Concern

1. The Persistent and Growing Burden of Poverty on Women
2. Inequality in Access to Health and Education Services
3. Violence Against Women
4. Effects of Armed Conflict on Women
5. Inequality in Women's Access to Economic Structures and Policies
6. Inequality Between Men and Women in the Sharing of Power and Decision-Making
7. Insufficient Mechanisms to Promote the Advancement of Women
8. Lack of Awareness of & Commitment to Women's Human Rights
9. Insufficient Use of Mass Media to Promote Women's Positive Contributions to Society
10. Lack of Recognition and Support for Women's Contribution to Managing Natural Resources and Safeguarding the Environment.

Section IV: Strategic Objectives Derived from the Critical Areas of Concern and Action to be Taken

Section V: Financial Arrangements

Section VI: Institutional Arrangements for Implementation and Monitoring of the Platform for Action

Fourth UN World Conference on Women

Permission granted by the International Women's Tribune Centre 1994 (artists Anne S. Walker and Laurel Douglas) 1994

Current Literature

compiled by ***Sheri McBride***

Clothing and Textiles/Textiles et habillement

Conceptualization and measurement of perceived consumer knowledge and skills in apparel products: An exploratory study among college students.

Shim, S. & Dubey, S. (1995). *Family and Consumer Sciences Research Journal, 23*(3), 227-248, copyright (c) 1995 by American Society of Family and Consumer Sciences.

The objectives of this exploratory study were to delineate dimensions of perceived consumer knowledge and skills in apparel products and to conceptualize these dimensions by developing and testing a measurement model using LISREL confirmatory factor analysis. Based on a sample (N = 574) of college students, a 56-item perceived consumer knowledge and skill inventory initially revealed 10 interpretable factors. These 10 factors were factored again, revealing three conceptual constructs that served as a basis for the development of a confirmatory factor analysis measurement model. The LISREL confirmatory factor analysis on the hypothesized measurement model revealed that (a) the four dimensions (Comparison Shopping Skills; Efficient, Value-Oriented Shopping Skills; Shopping Planning Skills; and Information-Gathering and Evaluation Skills) measure *Efficient Shopping;* (b) the two dimensions (e.g., Fabric Knowledge and Fashion Knowledge/Appearance Enhancement Skills) measure *Product Knowledge*; and (c) the three dimensions (Informed Consumers, Knowledge of Legal and Economic Consumer Issues, and Information Interpretation Skills) measure *General Consumer Proficiency*. It was concluded that perceived consumer knowledge and skills in apparel products were multidimensional and were conceptually classified into three main domains. Several implications for future studies are discussed.

Attributions about date rape: Impact of clothing, sex, money spent, date type, and perceived similarity.

Johnson, K. K. P. (1995). *Family and Consumer Sciences Research Journal, 23*(3), 292-310, copyright (c) 1995 by American Society of Family and Consumer Sciences.

This study was designed to investigate the independent and combined effects of clothing, sex of subject, money spent, type of date, and perceived similarity of female subjects to the victim on attributions made about a victim and a perpetrator of a date rape. A convenience sample of 703 college students participated (females = 518; males = 177; information missing = 8). Subjects were asked to read a vignette describing a date rape and to view a photograph of the victim. They were asked to make attributions concerning both the victim and the perpetrator. Males indicated to a greater extent than females that the victim wanted to have sexual intercourse. Males indicated to a greater extent than females that the victim led on the perpetrator. Subjects indicated a rape occurred to a lesser extent when the date was planned as compared to unplanned. Subjects indicated the perpetrator behaved violently to a greater extent when the date was unplanned as compared to planned. Females who indicated they were either like or not like the victim rated the victim higher on being able to do something to prevent the incident than did the females who were neutral. Females who indicated they were not like the victim indicated that the victim led the perpetrator on to a greater extent than those females who indicated they were neutral or like the victim. There were no significant findings related to clothing or money spent.

Family members' expenditures for clothing categories.

Zhang, Z. & Norton, M. J. T. (1995). *Family and Consumer Sciences Research Journal, 23*(3), 311-336, copyright (c) 1995 by American Society of Family and Consumer Sciences.

This article examines household expenditure patterns for categories of clothing; identifies major factors that influence household expenditures for different categories of clothing for men, women, boys, and girls; and analyzes income elasticities by clothing category. A sample of 1,364 husband-wife families with at least one child aged 3 to 15 was selected from the 1984-1985 Bureau of Labor Statistics Consumer Expenditure Survey. Results of tobit analysis indicate that after-tax income was the most important determinant of clothing expenditures in concert with family characteristics. Some parents' preference-related variables had a stronger effect on their own clothing expenditures than on children's. Although all clothing categories examined had income elasticities below 1, those categories that are thought to have a stronger function in conveying social psychological meanings tended to have higher income elasticities than the categories that have less of such a function.

Supplementary listing of articles:

Fecal contamination in child day care centers: Cloth vs paper diapers. Holaday, B., Waugh, G., Moukaddem, V. E., West, J. & Harshman, S. (1995). *American Journal of Public Health, 85*(1), 30-33.

Giving gifts of clothing: Risk perceptions of husbands and wives. Horne, L. & Winakor, G. (1995). *Clothing and Textiles Research Journal, 13*(2), 92-101.

Effects of fabric skewness on the drape of four-gore skirts. Moore, C. L., Gurel, L. M. & Lentner, M. (1995). *Clothing and Textiles Research Journal, 13*(2), 131-138.

Family/Consumer Studies
La Famille/Consommation et gestion

Personality characteristics of adolescents with alcoholic parents.

Tomori, M. (1994). *Adolescence, 29*(116), 949-959.

This study examined personality traits frequently encountered in children in families with at least one alcoholic parent. The sample investigated included 63 adolescents (32 males and 31 females) ranging in age from 12 to 19 years. Twelve self-image variables and eight aggression and anxiety variables were assessed using a battery of psychodiagnostic instruments. The results were compared with those obtained in a control group of 321 age-matched adolescents (160 males and 151 females) growing up in nonalcoholic families. Statistically significant differences between the groups were found in eight self-image variables (impulse control, emotional tone, vocational and educational goals, sexual attitudes, family relationships, psychopathology, and adjustment and depression), in six aggression variables (assault, indirect aggression, verbal aggression, irritability, suspicion, and feelings of guilt), and in both anxiety variables (i.e., anxiety as a state and anxiety as a personality trait). The findings can be functionally applied both to clinical work and to prevention programs for adolescents at risk.

Reprinted with permission from *Adolescence.*

Service models in community-based health: Some findings from a literature review.

Crichton, A. O., Robertson, A. & Farrant, W. (1995) *Canadian Journal of Public Health, 86*(1), 26-31.

The findings from a review of the literature on community-based health services in Canada in 1991 indicate that two systems of health care exist side by side: the clinical care of the sick and the supportive care of those seeking to keep well. Organizational models of clinical care have not altered much since the introduction of health insurance. The medical profession has been resistant to changing traditional forms of practice organization from fee-for-service businesses creating individuals in isolation to components of an integrated comprehensive health care system. Traditional public health departments offering supportive and preventive care have been more ready to adapt to change. They are now working closely with provincial continuing-care organizers to provide home care for those who might otherwise need institutional care; however they are not closely linked with the clinical care services. More recently, public health departments have engaged in the health promotion movement to give citizens increased control over the conditions affecting their health. Yet we perceived a conflict between the rhetoric and the reality of their work.

Les résultats d'une revue de la littérature au sujet de services de la santé à base communautaire au Canada en 1991 indiquent qu'il existe côte à côte deux systèmes de santé publique : offrant, l'un à soigner cliniquement les malades, l'autre à soutenir ceux qui cherchent à se maintenir en bonne santé.

Les modèles de l'organisation des soins cliniques n'ont pas beaucoup changé depuis l'introduction de l'assurance médicale nationale. La profession médicale résiste toujours à changer les formes traditionnelles de l'organisation du cabinet depuis un commerce exigeant paiement pour services qui traite les seuls individus jusqu'en partie d'un système intégral et compréhensif de santé publique. D'autre part, les départements traditionnels de santé publique offrant les soins de soutien et prévention se montrent plus prês à s'adapter. Ils travaillent maintenant en conjonction avec les organisateurs provinciaux des soins à domicile pour ceux qui aurait besoin de soins institutionnels. Cependant, ils ne communiquent pas bien avec les services cliniques. Plus récemment ils s'engagent dans la promotion de la santé pour permettre aux citoyens d'augmenter leur contrôle sur les conditions qui affectent leur santé. Nous avons trouvé néanmoins une contradiction entre leur rhétorique et la réalité de leurs activités.

Reprinted with permission from *Canadian Journal of Public Health.*

The profile and treatment of male adolescent sex offenders.

Lakey, J. F. (1994). *Adolescence, 29*(116), 755-761.

This article outlines the most prominent characteristics of male adolescent sex offenders including family and school histories, sexual attitudes, social skills and relationships, other delinquent behaviors, psychiatric diagnoses, and, most importantly, cognitive distortions based on mythical beliefs and misinformation. Treatment mandates accountability and correcting of thinking errors while building a foundation of morality, remorse and empathy for victims, knowledge about sexuality, basic interpersonal skills, and effective self-interventions against relapse and reoffending.

Reprinted with permission from *Adolescence.*

Parents' actions: Are they related to children's self-concepts, evaluations of parents, and to each other?

Parish, T. S. & Necessary, J. R. (1994). *Adolescence, 29* (116), 943-948.

This study surveyed 188 middle school children in order to ascertain their perceptions of their parents' actions toward one another. In addition, they evaluated themselves and their parents. These data were subsequently correlated with each other. It was found that ratings of fathers generally varied with how loving they were toward their wives and how loving their mothers were toward their husbands. Ratings of mothers only varied with how loving they were toward their husbands, and not vice versa, but only for their daughters—not for their sons. Self-concepts also generally varied for both sex groups with how loving their fathers were toward their wives, but how loving mothers were toward their husbands was only directly related to how their daughters—not their sons—rated themselves. Finally, how fathers acted toward their wives was significantly correlated with how their wives acted toward them. Some implications of these findings are discussed.

Reprinted with permission from *Adolescence.*

Supplementary listing of articles:

Homeless policy: The need to speak to families. Anderson, E. A. & Koblinsky, S. A. (1995). *Family Relations, 44*(1), 13-18.

Gender ideology, marital disruption, and the employment of married

women. Greenstein, T. N. (1995). *Journal of Marriage and the Family, 57*(Feb.), 31-42.

Racial differences in men's attitudes about women's gender roles. Blee, K. M. & Tickamyer, A. R. (1995). *Journal of Marriage and the Family, 57*(Feb.), 21-30.

Coping with the dual-income lifestyle. Paden, S. L. & Buehler, C. *Journal of Marriage and the Family, 57*(Feb.), 101-110.

Foods and Nutrition/Alimentation et nutrition

Reactions to the new Canada's Food Guide to Healthy Eating by groups of adult female consumers in Calgary, Alberta.

Gust, K. H., Gutsche, S. & Lohnes, A. E. (1995). *Journal of Canadian Dietetic Association, 56*(1), 14-19.

The introduction of *Canada's Food Guide to Healthy Eating* (CFGHE) in November, 1992, marked an excellent opportunity to investigate consumer perceptions of the new food guide. As a first step in developing a social marketing plan to promote awareness of CFGHE to consumers in Calgary, Alberta, four group interviews were conducted with 24 adult female consumers. Objectives for the group interviews were to determine: consumer reaction to CFGHE and perception of the main ideas conveyed by the Guide; consumer perception of potential use of the Guide; resources consumers believe would assist them in applying CFGHE, and how best to "position" CFGHE in the Calgary marketplace. Participants responded favourably to the overall presentation and perceived understandability of CFGHE. Participants indicated that they would use CFGHE as an at-a-glance reference, but not to plan meals. However, recipes and menu plans were suggested as resources to aid in applying the Guide. Participants felt that promotions should emphasize CFGHE's simple, back-to-basics approach to healthy eating. Participants stated that CFGHE should be readily accessible in places where consumers expect to find it, as they would not necessarily seek out a copy. Comparing the CFGHE tearsheet and the "Using the Food Guide" booklet, the majority of participants would choose to have both resources—the tearsheet to post as a daily reminder and the booklet to retain for background information.

La publication, en novembre 1992 du *Guide alimentaire canadien pour manger sainement (GACMS)* offrait une excellente occasion d'étudier les perceptions des consommateurs quant à ce nouveau guide alimentaire. Comme première étape de l'élaboration d'un plan de marketing social pour sensibiliser au GACMS les consommateurs de Calgary, Alberta, quatre entrevues de groupe ont été menées auprès de 24 consommatrices adultes. Les objectifs de ces entrevues étaient les suivants: déterminer la réaction au GACMS et la perception des idées principales véhiculées par le guide; connaître la perception quant à l'utilisation potentielle du guide; définir les ressources que les consommatrices croient aptes à les aider à mettre en pratique le GACMS et trouver la meilleure façon de «positionner» le GACMS dans les marchés d'alimentation de Calgary. Les participantes ont réagi favorablement à la présentation d'ensemble et ont perçu la facilité de compréhension du GACMS. Elles ont fait savoir qu'elles utiliseraient le GACMS comme référence à consulter en un din d'oeil, mais non pour planifier des repas. Cependant, des recettes et des plans de menus ont été suggérés comme ressources pour aider à mettre le guide en pratique. Les participantes étaient d'avis que les promotions devraient insister sur la façon simple, élémentaire du GACMS d'aborder l'alimentation. Elles ont déclaré que le GACMS devrait être accessible aux endroits où on s'attend à le trouver, car elles ne se mettraient pas nécessairement à la recherche d'un exemplaire. Comparant le feuillet détachable du GACMS et la brochure *Pour mieux se servir du Guide alimentaire*, la majorité des participantes choisiraient d'avoir les deux documents: elles afficheraient le feuillet pour le consulter tous les jours, mais elles conserveraient la brochure pour y chercher de l'information de base.

Vitamin/mineral supplement use among high school athletes.

Sobal, J. & Marquart, L. F. (1994). *Adolescence, 29*(116), 835-843.

Vitamin/mineral supplements are consumed by adolescent athletes motivated both by general health concerns and a desire for improved athletic performance. Supplement use by high school athletes was examined using a questionnaire administered to 742 athletes at all nine schools in one rural county. A total of 38% used supplements, with supplement use not differing by gender or grade in school. Athletes with aspirations to participate in college sports more often consumed supplements. Healthy growth, treating illness, and sports performance were the most important reasons for supplement use, with parents, doctors, and coaches being the greatest influences on use. Most athletes (62%), especially boys, believed supplement consumption improved athletic performance. Supplement use by these adolescents appears to be motivated more by health reasons than sports performance. It is suggested that it may be useful to assess vitamin/mineral supplement use by adolescents and to provide education and counseling about diet, nutrition, and exercise for those who use them as ergogenic aids to improve athletic performance.

The effects of inspection frequency and food handler education on restaurant inspection violations.

Mathias, R. G., Sizto, R., Hazlewood, A. & Cocksedge, W. (1995). *Canadian Journal of Public Health, 86*(1), 46-50.

The effectiveness of restaurant inspections and food handler education are not known. Consequently, the optimal frequency of neither has been determined. Thirty randomly selected restaurants from seven health units in three provinces were inspected by one of three senior inspectors. A questionnaire was used to collect the data. The violation score worsened when the time since last inspection was greater than 12 months, but did not worsen when the interval was shorter. Those restaurants in which supervisors and food handlers had completed food handler education courses had better inspection scores than those without. Restaurants whose food handlers had food service education had better scores only for time and temperature violations. These outcomes were all significant in a multiple regression model.

The duration of most education courses was under five days. The time since the last food service education course was not significant. Routine inspections should be done yearly. Food service education should be offered to both supervisors and food handlers.

Actuellement, on ne connaît pas l'efficacité des inspections de restaurants et de la formation donnée aux travailleurs manipulant la nourriture. Par conséquent, on ne connaît pas non plus la fréquence optimale de ces interventions. Trois inspecteurs ont été assignés à l'inspection de trente restaurants choisis de façon aléatoire sur le territoire de sept départements de santé à l'intérieur de trois provinces. Un des inspecteurs a visité chacun des restaurants. Un questionnaire a été utilisé afin de recueillir les données. Lorsque l'intervalle entre les inspections était supérieur à 12 mois, le décompte des violations était plus important. Les restaurants requerrant une formation sur la manipulation des aliments pour les superviseurs et les travailleurs ont eu de meilleurs résultats lors de l'inspection. Les restaurants requerrant des cours sur le service des mets ont eu de meilleurs résultats seulement pour les temps de refroidissement et la température des aliments. Tous ces résultats étaient significatifs selon un modèle de régression multiple. La durée de la plupart des cours de formation était inférieure à cinq jours. L'intervalle de temps écoulé depuis le dernier cours n'était pas significatif. Les restaurants devraient être inspectés annuellement. Des cours de formation devraient être offerts aux superviseurs ainsi qu'aux travailleurs manipulant la nourriture.

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Supplementary listing of articles:

Soy protein products: processing and use. Lusas, E. W. & Riaz, M. N. (1995). *Journal of Nutrition, 125*(3S), 573S-580S.

Folic acid improves phenytoin pharmacokinetics. Berg, M. J., Stumbo, P. J., Chenard, C. A., Fincham, R. W., Schneider, P. J., & Schottelius, D. D. (1995). *Journal of American Dietetic Association, 95*(3), 352-359.

Influences on breast-feeding by lower-income women: An incentive-based, partner-supported educational program. Sciacca, J. P., Phipps, B. L., Dube, D. A. & Ratliffe, M. I. (1995). *Journal of American Dietetic Association, 95*(2), 323-328.

Nutrient intakes and eating behavior scores of vegetarian and nonvegetarian women. Janelle, K. C. & Barr, S. I. (1995). *Journal of American Dietetic Association, 95*(2), 180-186, 189.

Overview: Dietary approaches for reducing cardiovascular disease risks. Dwyer, J. (1995). *Journal of Nutrition, 125*(3S), 656S-665S.

THE WINNING O.N.E.

A set of 4 factsheets is available from the Organization for Nutrition Education. The factsheets are the "winning o.n.es" from the first annual Student Award for Excellence in Nutrition Education. The award highlights students' and dietetic interns' accomplishments and provides recognition to individuals who demonstrate outstanding promise in nutrition education. It is a unique opportunity for students and stimulates interest in nutrition education among the future leaders in the nutrition field in Canada. The 1994 factsheet topics are:

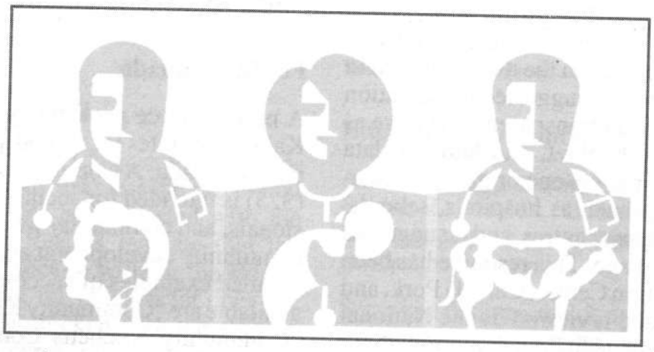
"Jazz up your snacks with these facts"
"Get the facts on fat in children's diets"
"Your baby and cows' milk: when, why, what kind?"
"Breastmilk: Nature's second miracle"

The factsheets are in both English and French printed on high quality reproducible paper.
Cost: $5/set of 4 to cover postage and handling.
To order, send cheque or money order to:

Organization for Nutrition Education
Attention: Factsheets
Woodlawn Postal Outlet
P.O. Box 25
Guelph, ON N1H 8H6

New Developments...

compiled by ***Nancy E. Reddin***



. . . In Resources

Costume Slide-Set

"History of Costume" presents fashion and accessories through the ages (3100 B.C.—1990 A.D.) with 1500 colour slides and 400 pages of commentaries. This visual resource would be useful to educators, librarians, fashion and textile designers, theatrical designers, and museum curators. The complete set costs $4,362.00; the cost of each of the six volumes separately (200-300 slides) ranges from $708.00 to $1,090.00. Also available is an eight-volume set, "Architecture, Interiors, and Furniture."

To order, contact: Beverly Grossman, Director of Sales, Slide Presentations Publishers, Inc., 515 Broadway, New York, New York 10012, USA; phone:(212)274-9385; fax:(212)274-8224.

Healthy Eating for Preschoolers

Health Canada has released "Canada's Food Guide to Healthy Eating: Focus on Preschoolers," a free booklet providing background information to nutrition and health educators, teachers, child care professionals, community leaders, and others who promote and influence healthy eating for young children. It discusses how to use Canada's Food Guide to promote healthy eating for children aged two to five years.

To order, contact: Provincial or local health departments, or Publications, Health Canada, Ottawa, Ontario K1A 0K9.

"Sweet Dreams" Poster

Health Canada and three partners (Canadian Foundation for the Study of Infant Deaths, Canadian Institute of Child Health, and Canadian Paediatric Society) have produced a full-colour poster drawing attention to recommendations for reducing the risk of Sudden Infant Death Syndrome (SIDS). Also included is a toll-free line for more information on SIDS: 1-800-END-SIDS (363-7437).

To order, phone:(613)957-7193.

Baby Care Help Line

The Gerber Helpline offers advice on feeding babies and other aspects of baby care 24 hours a day, seven days a week. The help line has 38 staffers and fields more than 2,000 calls daily. The toll-free number is valid throughout Canada.

To reach the help line, phone: 1-800-443-7237.

Nutrition for Women

The Dairy Bureau of Canada has produced several new, free resources of interest to women. All these resources are also available in French.

- "Food for two: feeding baby and you" is a booklet discussing nutrition and other topics, such as alcohol, smoking, medications, and exercise, for breast-feeding mothers. A magnetized fridge chart has pull-tabs to help breast-feeding mothers keep track of how many servings from the food groups they have eaten each day.
- "Calcium for Life" emphasizes the importance of eating calcium-rich foods and living actively to prevent osteoporosis and is endorsed by the Osteoporosis Society of Canada.
- "Appetite for Good Health" is a booklet on general nutrition.

To order, contact: Provincial milk marketing boards or Dairy Bureau of Canada, 1981 McGill College Avenue, Suite 1330, Montréal, Québec, H3A 2X9.

Encouraging Breast-feeding

Health Canada, La Leche League Canada, and Ligue La Leche are working together on a campaign, "Who said...", to promote breast-feeding as a healthy choice appropriate at any time or place. The goals of the campaign are to encourage new mothers to breast-feed and to create a community environment that accepts and supports breast-feeding. A media resource kit includes a complete set of tools for establishing a community breast-feeding campaign, including a 30-second public service announcement. Also available free of charge are two posters promoting breast-feeding in public places and a mini-poster promoting the benefits of breast milk.

For more information, contact: Robert Hyams, Health Promotion Directorate, Health Canada, Ottawa, Ontario K1A 1B4; phone:(613)954-2681; fax:(613)952-6032.

Take the Challenge!

The "Canadian Active Living Challenge" is a new physical activity resource that encourages young people to get up and get moving. The four Challenge programs, each geared to a particular age group between 6 and 18 and a specific theme, include an orientation video ($10), Leader's Resource Tool

Kit ($29.95), and participant materials (75¢ per participant). The Challenge helps equip children with knowledge and skills needed for lifelong active living and adapts easily to their wide-ranging interests and abilities. The resources are available in French or English.

To order, contact: Canadian Active Living Challenge, c/o CIRA/ CAHPERD, 1600 James Naismith Drive, Gloucester, Ontario K1B 5N4; phone:(613)748-5897 or 1-800-663-8708; fax:(613)748-5737.

Finding the Fat in Food

"A Matter of Fat" is an activity-based education kit that focusses on added fat and hidden fat in the diet. Included in the kit are leader background notes, suggested presentation outline, masters to make overhead transparencies or use as flash cards, poster, take-home booklet, and nutrient data sheet. The kit can be used for one-on-one or group presentations in a variety of settings such as hospitals, schools, public health programs, and fitness centres, and is suggested for individuals over 10 years of age. This resource has been produced by the Beef Information Centre, Canada Pork, and the Canadian Meat Council, and reviewed by the National Institute of Nutrition. It is available in French or English for a fee of $5.00 to cover shipping and handling.

To order, contact: Local Beef Information Centre or Pork Producers office or Kerry Wright, RD, Food and Nutrition Specialist, Beef Information Centre, 2233 Argentia Road, Suite 100, Mississauga, Ontario L5N 2X7; phone:(905)821-4900; fax:(905)821-4915.

Newsletter on Children's Concerns

"Children and Their Prospects" is published by Laidlaw Foundations. Issue 3, Spring, 1995, included articles on "The Missing Child in Liberal Theory," "Campaign 2000," Monitoring the Health and Well-being of Children and Youth," and "State-of-the Child Reporting."

To be put on the mailing list, contact: Mr. Nathan Gilbert, Executive Director, The Laidlaw Foundation, 950 Yonge Street, Suite 700, Toronto, Ontario M4W 2J4; phone:(416)964-3614; fax:(416)975-1428.

Health Promotion Information On-Line

Health Canada has a new electronic information system, "Health Promotion On-Line," which gives users access to a wide range of information on health promotion. The system is bilingual in both the information provided and its user interface, and is user-friendly. Clients in the Health Promotion network will be able to contact each other and the Health Promotion Directorate. The Health Promotion On-Line number is (613)941-2806.

For more information, call: (613)954-3355; fax:(613)990-7097.

Family Violence Prevention

The National Clearinghouse on Family Violence has a range of new materials in French and English for front-line workers and others interested in family violence and child abuse prevention. A series of booklets from the Vancouver-Richmond Incest and Sexual Abuse Centre, "When Girls Have Been Sexually Abused: A Guide for Young Girls" and similar titles for Teenage Girls, Males, and Partners, use personal stories and a question-and-answer format to explain what sexual abuse is, why it is the abuser's fault, and where to find support. "Family Violence and Substance Abuse" is a fact sheet presenting practical information on the extent and nature of the problem, the effects on survivors, and available resource materials. Two new videos have been added by the Clearinghouse to the joint Health Canada/National Film Board collection: "Seen but not Heard" and "What About Us?", produced by the British Columbia/Yukon Society of Transition Houses.

To obtain information or materials, contact: The National Clearinghouse on Family Violence, Health Programs and Services Branch, Health Canada, 1st floor, Finance Building, Tunney's Pasture, Ottawa, Ontario K1A 1B5; phone:(613)957- 2938 or 1-800-267-1291; fax:(613)941-8930; TDD:(613)952-6396 or 1-800-561-5643.

Feeding Canada

A new resource package by community nutritionist Laura Kalina promotes local food security. "Building Food Security in Canada: A Community Guide for Action on Hunger" ($25) is intended for social service agencies, health professionals, and community workers. It includes an outline of a community development approach, personal vignettes, and detailed examples of successful food action projects. Also available are "Community Kitchens: Leader's Guide" ($18), "Community Kitchens Cookbook and Shopping Guide" ($18), and "Community Kitchens Video" ($35). The full package is $90 plus 10% shipping and handling.

To order, contact: Laura Kalina, Kamloops FoodShare, c/o South Central Health Unit, 905 Southill Street, Kamloops, B.C. V2B 7Z9; phone:(604)554-6200; fax:(604)376-4708.

Resources on Aging

The National Advisory Council on Aging has recently released a catalogue of its currently available publications. Included are position papers on important policy issues in aging, the "Writings in Gerontology" series of in-depth studies, and the "Forum Collection" of papers designed to create public awareness. There is no charge for the publications but quantities are limited.

To order the catalogue, contact: National Advisory Council on Aging, Ottawa, Ontario K1A 0K9; phone:(613)957-1968; fax:(613)957-7627.

Le plaisir de lire sans sexisme : Répertoire des livres québécois pour la jeunesse

Cette bibliographie annotée donne une liste d'environ 200 livres pour les enfants, sans connations sexistes. La liste est classée par âge, en partant de 3 ans jusqu'aux adolescents. Publication gratuite (français seulement) au Ministère de l'Éducation, Gouvernement du Québec, 1035 rue de la Chevrotière, Québec, PQ G1R 5A5. Tél:(418)643-7095; fax:(418)646-6561.

Source: Vis-à-vis, Hiver 1994/95.

À juste titre

À juste titre est un guide de grammaire et d'utilisation non sexiste du français. Publié par la Direction générale de la condition féminine de l'Ontario, le guide est disponible gratuitement au Service des publications, Direction générale de la condition féminine de l'Ontario, 2, rue Carlton, 12e étage, Toronto (Ontario) M5B 2M9, téléphone (416)314-0284, télécopieur (416)314-0254.

Source: *Perspectives*, Printemps 1995.

. . . In Products

Salad Oil from Flax

Solin is the name of a recently introduced flax developed for the consumer food industry. Its linolenic acid content is substantially lower than that of regular flax, producing a light oil suitable for use in salad dressings or for cooking. It is high in polyunsaturated fats and rich in linoleic acid.

For more information, contact: The Flax Council of Canada, 465-167 Lombard Avenue, Winnipeg, Manitoba R3B 0T6; phone: (204)982-2115; fax:(204)942-1841.

Cooking Chicken—Skin On or Off?

The U.S. Department of Agriculture's Nutrient Data Laboratory conducted a small pilot study to assess the fat content and palatability of chicken pieces oven-roasted with the skin on and without the skin. Results indicate that the reduction in fat from cooking chicken without the skin is small, supporting the theory that the chicken fat does not migrate between cells. Cooking chicken with the skin on does reduce cooking time and increase moisture retention. The author, Ellen Chambers Hurley, concludes that one way to make low-fat diets pleasurable is to cook chicken with the skin on and remove the skin before eating.

Source: *Journal of the American Dietetic Association*, January 1995, p.167.

A Food Product Breath Freshener

The makers of Beano™ have developed a breath freshener that you swallow, BreathAsure™. It contains parsley seed and sunflower oils (no sugar, alcohol, preservatives, or artificial flavour or colour) in a soft gelatin capsule, with approximately 3 calories and less than 1 gram of fat in 3 capsules. BreathAsure has been classified as a food by Health Protection Branch and is certified kosher. To use, swallow two or three capsules with liquid after eating garlic, onions, and other foods, or swallow one capsule at bedtime to help fight "morning breath."

For more information and free samples, contact: Ed Tarter, phone:1-800-668-8968.

...In Ideas

Literacy and Health

People with low literacy skills—4.5 million Canadians in 1987—are often socially and economically disadvantaged. People with less education tend to have more health problems, in part because of their restricted access to health services. To promote awareness among health professionals of the links between literacy and health, the Canadian Public Health Association has established a National Literacy and Health Program. The program focusses on the importance of using plain language to convey health information and the need for clear verbal communication between clients and health professionals.

When health professionals use clear verbal communication, they
- decide on the three to five most important points and stick to them,
- use common words, not jargon, and
- plan with clients what is possible for them to do.

When written in plain language, health information
- covers only three to five points;
- uses simple graphics and techniques, such as point form and bold type, and
- uses common words rather than jargon.

Resources to assist professionals in serving clients with low literacy skills are being developed and will be available through national professional associations in 1995.

Source: *Health Promotion in Canada*, Winter 1994-95, p.3.

Intercountry Adoption

According to a recent study of 126 adoptive families in British Columbia, Ontario, and Quebec, intercountry adoptees appear to be functioning at least as well as the general population.

Some key findings, which may be significant to policy makers and to people considering out-of-country adoptions, are:
- Self-esteem of intercountry adoptees was higher than in the general population (55.7% of adoptees and 45% of the general population had high self-esteem scores).
- Intercountry adoptees reported a strong sense of belonging within the family.
- A large majority of adoptees felt comfortable with their racial or ethnic backgrounds.
- However, over 80% of the adoptees reported "nasty or unpleasant experiences because of their racial or ethnic background."

Source: *Transition*, March 1995, p.3.

Indigenous Peoples and their Food

Canada's Aboriginal Peoples have established a Centre for Nutrition and the Environment of Indigenous Peoples (CINE). The Centre was created to address concerns of Aboriginal Peoples about the integrity of their traditional food systems. The health and lifestyles of indigenous people, particularly their food and food traditions, has been adversely affected by deterioration in the environment. The Centre will undertake community-based research and education related to traditional food systems and incorporating the empirical knowledge of the environment inherent in indigenous societies.

The physical facilities are in the Macdonald Campus of McGill University, and the Mohawk community of Kahnawake is the Aboriginal host. CINE has three primary areas of research and education:
- the social sciences of what foods people select, how much, and why;
- the laboratory sciences of determining quantities of nutrients and contaminants in food systems; and
- the data management sciences using what has been learned from the social and laboratory sciences to explore questions of holistic human nutrition and health.

For more information, contact: CINE, Macdonald Campus of McGill University, 21, 111 Lakeshore, Ste-Anne-de-Bellevue, Québec H9X 3V9; phone:(514)398-7544; fax:(514)398-1020.

Virtual *Un*reality: Television, Families, and Communities

According to Alan Mirabelli, Director of Communications for The Vanier Institute of the Family, television has changed from being a guest in the home when it was first introduced to being part of a cycle of individual and family isolation. However, he says, the content on television is less part of the problem than the way we tend to use television in our daily lives.

Originally, television was a way to experience things we wouldn't normally encounter, such as men landing on the moon, and it was something families did together. Today, TV sets can be found in every room in the house, and every family member has a choice of programs to watch that are targeted to their age group. When people get together, no longer can they discuss common experiences based on what they saw on TV. When people do watch television together, they may still be distancing themselves by using uninterrupted viewing to put off "the messy part of human life which is interaction."

By default, television has become the main socializer of children. Family lives tend to be lived in the few hours between the evening meal and bedtime, with both parents in most families away at work during the day. Watching TV for three hours a day, as most adults and children do, leaves little time for the socializing that comes from engaging in alternative activities, which are themselves often limited to people of similar economic and educational backgrounds. The cues that help children learn what other people's lives are like are nowadays likely to come from the television set.

If children are not participants in the living community, they will decide what is real and what is not from what they watch on TV. Their understanding of how to resolve conflicts may be based on "action programming," where physical violence is the predominant mode of conflict resolution. However, if they have a more diversified experience, if they see their parents arguing and making up and people in stores and on the street settling their differences, they can recognize that in real life they cannot behave the same as in certain television programs.

For both adults and children, the information that we obtain from television about our community and our reaction to that information may further isolate us. The emphasis on violent situations in newscasts may make us perceive the world as more violent than it truly is. The insecurity and fear we feel may lead to even less participation in the community. We don't realize that we are vulnerable *because* we are insular, "because we don't know each other and don't care to know each other." Television is here to stay—how we use it is our choice.

Source: *Transition*, March 1995, p.4-6.

... In Trends

Eating Out at the Grocery Store

Prepared-food sections are becoming an important feature in Canadian grocery stores. Nutrition-conscious shoppers are bypassing fast food restaurants in favour of supermarkets where the food is ready just as quickly and tastes as good or better. Women working outside the home—forecast to be 70% of all women by the year 2000—increases the demand for foods that are quick and easy, the "heat 'n' eats."

Some trends to watch for in prepared-food/deli departments, according to Howard Solganik, are:

- more chicken—two of the top five deli items last year were chicken;
- full-meal deals, such as lasagna and stir-fry dishes, in addition to snacks and side-dishes;
- changes in signage and labelling, providing information about freshness, reheating instructions, and nutritional data;
- lots of breads, not only rye and kaisers, but also cracker bread, pinwheel bread, croissants, etc.; and
- more catering, including jazzy printed menus and holiday meals.

Source: *Canadian Grocer*, April 1995.

Housing Tenure Trends

Although the proportion of Canadians renting their homes has changed little from 1951 to 1991, there have been changes in housing needs. The size and composition of households and the age distribution of the population affect the size of homes. During the baby boom after World War II, large homes were needed; since the 1960s, household size has declined and the proportion of people living alone has grown, with an increase in the proportion of households living in smaller, less expensive accommodations.

Census Canada data reveal the following information:

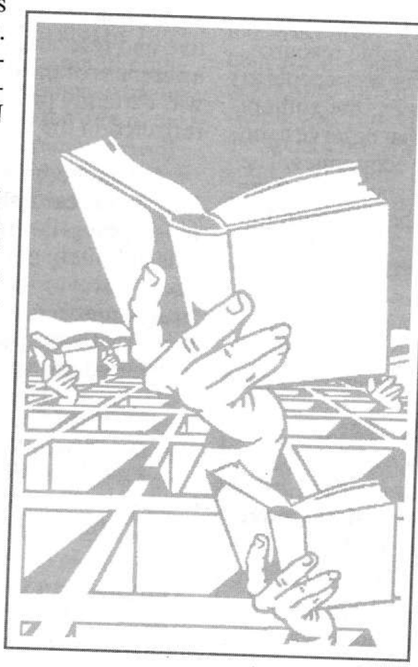
- Renting is more prevalent in urban areas. In 1991, 43% of urban households were renting housing, compared to 16% of rural households, partly because housing prices are much lower in rural areas. The proportion of households in urban areas increased from 63% in 1951 to 79% in 1971 and has remained stable. Households renting in multiple-unit dwellings increased from 23% in 1951 to 32% in 1971.
- Prevalence of renting varies considerably by province. Québec has consistently had the highest proportion of renters over the last 40 years, and Newfoundland has had the lowest. The Atlantic provinces and Saskatchewan, provinces where rural living is more common, had less than 30% of households renting housing in 1991. Since 1951, renting has become more common in every province except Québec and New Brunswick.
- Single-detached houses are still the majority, but the proportion has dropped. One reason for the decline may be that the relative cost of home ownership has increased, increasing the appeal of multiple-unit dwellings. In 1991, 14% of apartments in buildings of five or more storeys and 25% of row-houses were owner-occupied.
- Young people and seniors are more likely to rent. Among seniors, the proportion renting their homes was much higher in 1995 (34%) than in 1951 (23%). One reason young people and seniors are the most likely to rent is that they have the lowest incomes.
- Most people who live alone are renters. In 1991, 63% of people living on their own were renters, compared to 40% in 1951.
- Crowded homes have all but disappeared. Since the 1970s, crowding (having more than one person per room) has ceased to be a problem in most communities, although it remains an important issue in some. The decline in crowding is closely related to a decline in household size.

Source: *Canadian Social Trends*, Spring 1995, p.8-12.

Book Reviews

compiled by ***Debbie MacLellan***

How to Work with the Media by James Alan Fox and Jack Levin. (1993). Newbury Park, California: Sage Publications, 93 pages. $23.95(US) (hardcover), $11.95(US) (softcover). ISBN 0-8039-5088-8.



How to Work with the Media is the second in a 10-part series called "Survival Skills for Scholars." It is intended to give direction to academics who want to make the most of their encounters with the media. The authors, both of them professors in Criminology at Northeastern University in Boston, Massachusetts, examine the role of academics in television, radio, newspapers, and magazines.

They include case study examples of personal experiences and demonstrate the pros and cons of working with the media in both proactive and reactive situations. Interviews with a producer, news anchor, director of communications, and two editors provide insight into the needs, time restraints, and potential of the media.

Although the stated intention of this publication is to minimize the risk of media exploitation, the coverage of the topic is too basic to be of much use when dealing with difficult situations. Those serious about working with the media would need to look elsewhere to pursue the subject in more depth.

Reviewed by:

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Youth, Family and Household: Global Perspectives on Development and Quality of Life by Irmhild Kettschau, Barbara Methfessel, and Hitraud Schmidt-Waldherr (eds.). Transl. by Anna-Elisa Eskuche, Laurence Kane, and Emma Warren. (1993). Germany: Schneider VerlagHohengehren GmbH, 270 pages. $38.00. ISBN 3-87116-297-3.

During the XVIIth World Congress of Home Economics, Germany 1992, women from 17 countries had an opportunity to participate in discussion on "how Home Economics can contribute to the bringing up of children, in education and in public debate." The texts of 21 authors have been organized, edited, and printed in both English and German to give readers an international perspective on the position of home economics in society and, particularly, its role in strengthening the relationships within the family and between families and society. The important issues in home economics, e.g., gender roles, work and unpaid work, feminism, curricula, strategies for the empowerment of women, and the definition of home economics, are presented from various viewpoints and against societal needs.

Irmhild Kettschau's introduction describes the structure of this book and provides a concise description of the three sections and the major themes of the authors in each section. This is not a book that will be read only once, nor is it likely to be read in one sitting. While presentations are carefully grouped under a major theme and edited to give the different continents a voice in each section, there is no natural flow from one text to the other and the style of language and structure of the presentations will deter the reader from passing too quickly from one paper to the next. This may prove to be advantageous; each author has important things to say.

Papers need not be read in the order presented, although most readers will likely begin with the first entitled, "Youth—Household— Education." These are familiar topics. Both western and non-western countries speak of similar efforts to provide equal opportunities for youth for personal and social development. The examples and the critical analysis of these new approaches show us that we can learn from each other. In every country, serious questions concerning curriculum and programs for boys and girls to allow families to improve the quality of life in changing societies are addressed through research, examination of the changing concepts of home economics, difficulties encountered in the implementation of co-educational programs, and the need for teachers to examine their own beliefs and behaviour.

Chapter Two, "Women's Life and Conditions of Society" consists of six papers on the lives of women and the social situation, including a well- researched presentation on "The Conflict Between Household Work and Paid Work: What We Know and What's Next" by Jane Kolodinsky, USA. Home economists who use the systems approach will appreciate the model used in this paper. Gerlind Schneider, Germany, has used several theses and illustrations to examine the traditional housework of women in Papua, New Guinea, and to raise questions concerning the introduction of modern money economics and their effect on the role of women. The interest in our own country in the discussions related to women and science should encourage many readers to reflect on the contribution of Margaret Yorke, Great Britain, entitled "Biotechnology, Home Economics and Equal Opportunities."

The book concludes with several theoretical texts under the heading "Theoretical Discussion of Gender-Related

Division of Labour." Whether or not home economics can be the profession that critically analyzes family and society and understands the private and public connections is the question posed by these authors. Any one of these papers will provide material for serious discussion on the professional practice of home economics. These papers are structurally interesting as well as intellectually stimulating.

Home economists who are teaching, researching, or designing new curricula will find this a valuable resource. Whether describing traditional practices or new concepts in industrialized or non-industrialized countries, the authors have succeeded in raising many questions that deserve to be examined in the process of redefining home economics. The global perspectives will enrich our understanding of the profession and its potential for improving the quality of life for families under constant social change.

Reviewed by:

Alleyne Murphy, Professor Emeritus
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Philosophical Studies of Home Economics in the United States: Basic Ideas by which Home Economists Understand Themselves by Marjorie M. Brown. (1993). East Lansing, Michigan: Michigan State University. 635 pages.

In her latest book, Marjorie Brown continues with her reflections on the basic concepts of home economics and the issues which confound and confuse home economists in the practice of the profession. She carries on the themes which have characterized most of her writing about home economics: the need for an understanding of its history, the need for understanding the basic ideas by which home economics has been defined, and the need for dialogue and reflection on the issues which face home economics at this juncture in its history.

What is, perhaps, different in this book from her previous works is her attempt (as explained in detail in the introduction) to examine the different approaches that have existed in the past and those which currently exist, and to focus on the underlying assumptions of these approaches. The necessity of being future-oriented is emphasized.

The general tone of the book is critical, suggesting that the relationship between what home economics was and is and should be is not necessarily related to what home economists currently believe, know, and do. She suggests that, despite the claim that the profession is concerned with the well-being of families, home economics has a tendency to isolate family from society, to see it as capable of setting its own goals and controlling its own environment. She talks of a tendency to isolate the private world from the public and to fail to recognize the exchanges between the two. Brown cautions that home economists "must be critically intelligent about existing social conditions that are oppressive to families and individuals" and she challenges the field to develop consensus in order to develop a theoretical position which will have a clear and coherent meaning for professional practice. She argues for a more rational approach to the research being undertaken, in the preparation of professionals, and in the practice of the profession. Given the performance of the home economics profession during 1994 and the International Year of the Family, one has to challenge Brown to demonstrate and support her criticisms.

A major criticism of this text is that it covers much of the same ground that has been covered by previous articles and books by Brown as well as by the ever-growing body of international professional home economists who have devoted much of their thought to the conceptualizing of the profession and to the promotion of the profession as reflective and relevant. One could wish that there was a greater awareness of the degree to which this new thinking (which was certainly provoked by Brown's early contributions) is reflected in the works of current scholars.

Given the breadth and depth of the discussion and the largely critical dialogue of the presentation, this book seems most appropriate for the senior scholar of home economics. It is definitely not an introductory text for the neophyte. It does, however, serve as an important critical analysis of the many approaches to home economics which have arisen in the past thirty years and for that alone is useful for the concerned professional.

Reviewed by:

Doris Badir, BSc, MSc, LLD (Hon)
Professor Emeritus
University of Alberta
Edmonton, Alberta.

The Splendid Vision: Centennial History of the National Council of Women of Canada 1893-1993 by N.E.S. Griffiths (1993). Ottawa: Carleton University Press. 457 pages. $18.95 (soft cover) ISBN 0-88629-199. (hard cover) ISBN 0-88629-198.

In her Preface to *The Splendid Vision*, author Naomi Griffiths comments, "Women's philanthropy has been consistently overlooked and undervalued." This book, with its 150,000 words, should improve the situation. It was commissioned by the National Council of Women of Canada (NCWC) in 1988 and provides not only a historical record but a perceptive analysis of women's volunteer work and coordinated voice in this national women's organization. Its theme is "Unacknowledged Strength."

The Splendid Vision is a careful and meticulous study of information from the Council's Annual Reports and local and national documents from 1893 to 1993 and a who's who of Canadian women. It parallels the history of other women's associations, such as the Women's Institute and the YWCA, and of home economics.

The chapters of the book move chronologically and might be seen as embracing four eras, each bringing significant change—from establishment of the NCWC to the First World War; WWI and the 1930s depression; the Second World War and its aftermath; and the decades since the Royal Commission on the Status of Women.

In 1888, at the initiative of leading women in the US Women's Suffrage movement, a convention of forty-nine delegates from nine countries including Canada was held in Washington, DC, and resulted in the founding of the International Council of Women. Based on the belief that the views of women needed to be expressed and heard by society as a whole, its purpose was to make a connection between international organizations and the world of women

at the local level. It was an organization of already established associations with a "common consensus about the way human beings should treat each other." Five years later, following the International Congress of Women held at the World Exposition in Chicago in 1893, the NCWC was founded. "Over the next 100 years the National Council of Women of Canada succeeded, to a remarkable degree, in fulfilling the aims of the women who brought it into being."

Canada in 1893 was a small community but also by 1893 it had its railway and the telephone. Women could come together locally and nationally. What were women working for and asking government to implement? At the turn of the last century, women witnessed many forces counter to well-being of individuals and families as we do today again at the turn of this century. Many of their questions and perennial problems are still with us or have come round again.

Questions and problems were discussed and debated from the local Councils and affiliated organizations up through the National Council of Women of Canada (NCWC) and some internationally at the World Council of Women. The Council has always taken time to go from local level to reach consensus at the National level. It worked through diplomacy more than confrontation. Griffiths describes it as "an educated lobby" and comments that "it has helped to form the Canadian social conscience." At all significant events for women, the NCWC was there. It played a role in the Persons Case in 1929 and took part in action around the Winnipeg General Strike in 1919. Council was always concerned about community welfare as a whole. It had a large number of members— even today that number stands at some 700,000. Government listened to the NCWC: it was persistent in pursuing women's issues yet was perceived as middle of the road and not a threat.

Composed of "ideologically disunited" associations and individuals, "it should never have worked, but it did." At all levels, it allowed space for a wide divergence of opinions on different issues, but yet eventually arrived at consensus. Nationally and internationally, Council steadfastly refused to ally itself with any one ideology, whether the Christian religion or Hitler's Nazis—in the latter case eleven German Councils disbanded rather than comply with Nazi demands.

Chapter 10, "Reaction and Resolution—1970-1980," and the following three chapters are especially significant for today's feminists. The Women's Decade, changes in the status of women, and the establishement of NAC (National Action Committee) brought profound change. Many new women's organizations came into being with their own agendas. They, and especially NAC, got the ear of government. NCWC power faded. Nonetheless, NCWC as it passed from one generation to the next, undertook necessary changes and adaptations to changing times. Different questions were raised in different contexts, but Council maintained its base in the common ground and tolerance for divergent opinions. Although less in the limelight today after 100 years, NCWC is still an active organization. Griffiths comments that "Since it has endured, the process through which it operated is worthy of examination and emulation by today's NGOs."

It originated in charitable philanthropic good works, by women who had income and free leisure time, considered an old-fashioned idea today when we expect the state safety net. However 100 years later we are acutely aware of the holes in the safety net and the need to develop viable alternatives for the changed situations of women and families in Canada and the world today.

With so much of interest in this book, it is difficult even to touch the highlights in a short review. A strength of the book is its attention to detail. NCWC has faithfully kept its records from which its history and stories emerge. Griffiths, a trained historian with knowledge and intelligence to see beneath the surface and the diligence and persistence to delve into original documents for a fresh look beyond stereotypes, concludes, "The work that needs to be done on the lives and achievements of Canadian women remains great." As home economists and as Canadian women we owe our thanks to NCWC and to Naomi Griffiths.

Reviewed by:

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Graduate Research in Canadian Universities / Repertoire des recherches dans les universites canadiennes

Compilation of masters theses and doctoral dissertations in home economics and related areas completed July 1, 1993 to June 30, 1994.

Une compilation des mémoires et des thêses en économie familiale et dans les domaines affiliés complétés entre le 1 juillet, 1993 et le 30 juin, 1994.

Family Studies / Études familiales

UNIVERSITY OF ALBERTA
Unpublished Masters Theses

Employer offered family assistance provisions: The moderating effect of perceived organizational support on organizational commitment. *June, 1994.*

Work values: The acculturation of ethnic groups in the workplace. *July, 1994.*

Plain language and consumer comprehension: Is there an effect? *June, 1994.*

Unpublished Doctoral Thesis

Stress, appraisal and coping with cancer. *June, 1994.*

UNIVERSITY OF BRITISH COLUMBIA
Unpublished Masters Theses

Atleo, Marlene R. The effects of social role attitudes on the planning behavior of First Nations members. *(1993). (P. Johnson, advisor)*

Madaisky, Dolores P. Investigating the significance of single and married mothers' child care arrangements of work/family role balance. *(1993). (E. Vaines, advisor)*

Nordan, Nancy J. The long-term effects of the loss of a spouse or an adult child in later life. *(1993). (B. de Vries, advisor)*

UNIVERSITY OF GUELPH
Unpublished Masters Theses

Ashbourne, L. Work/family/child care interface for mothers of children under three. *July, 1993.*

Barry, David. Perceptual issues in the provision of municipal services: Elected decision-makers and rural converter residents. *August, 1993.*

Chevalier, J. Gender differences in messages about divorce: A content analysis of the divorce literature (1986-1992). *August, 1993.*

Cloutier, E. Socialization in the adult family: Conversational patterns of intergenerational influence. *February, 1994.*

Cringan, J. A qualitative study of the spring relationship between gender-sensitive-therapists and their male clients. *July, 1993.*

Davey, A. On the economy of close relationships: Reciprocity and exchange across the adult life-span. *April, 1994.*

Huston, Sandra. An economic analysis of the factors affecting financial resource allocations within the recreation service budget of two-earner households. *August, 1993.*

Marritt, Richard. The use of telemarketing in non-profit environment. *August, 1993.*

Normore, A. Use of self-care of school-age children in Canada. *August, 1993.*

Norris, P. Alzheimer-type dementia and integration: A successful combination. *January, 1994.*

Wood, N. The struggle for the freedom "to be": A case study of a lesbian headed blended family. *December, 1993.*

UNIVERSITY OF MANITOBA
Unpublished Masters Thesis

Schneider, Nancy. Burnout in female child care providers: The influence of ten dimensions of their work environment. *October, 1993. (Advisor: Dr. Brenda Boyd).*

Clothing and Textiles/Textiles et habillement

UNIVERSITY OF ALBERTA
Unpublished Masters Theses

The textiles of Miao women as sources of inspiration for contempory textile design and production. *June, 1994.*

Design & evaluation of thermal protective flightsuits. *June, 1994.*

UNIVERSITY OF MANITOBA
Unpublished Masters Theses

Brandt, Monique Marie Julia. The Letty Lynton dress: A case study of film costume and women's fashions of the 1930s. *June, 1994. (Advisor: Dr. Susan Turnbull Caton).*

Coelho, Ligia Osorio. Garment enterprise owners' perceptions of a computer-aided design service. *June, 1994. (Advisor: Dr. Lena Horne).*

Yang, Chenyu. A study of ranking procedure for evaluating off-white fabrics. *October, 1993. (Advisor: Dr. William Pelton).*

Unpublished Doctoral Thesis

Clayton-Gouthro, Cecile Michelle Marie. Serving the production: Tanya Moiseiwitsch's application of colour in Shakespearean costume design. *June, 1994. (Advisor: Prof. Marilyn Baker, School of Art).*

Foods and Nutrition/Alimentation et nutrition Hotel and Food Administration

UNIVERSITY OF BRITISH COLUMBIA
Unpublished Masters Theses

Bulani, Janet. The effect of early feeding on human cholesterol synthesis at four months of age. *(1994). (P. Jones, advisor)*

*Janelle, Christina.*Subclinical menstrual disturbances: are they more common in premenopausal vegetarian women than nonvegetarian women? (1994).*(S.I. Barr, advisor)*

Le Patourel, Janet A. The effect of individualized nutrition intervention in malnourished, ambulatory patients with chronic obstructive pulmonary disease (COPD). *(1993). (L. McCargar, advisor)*

Li, Zi-Chi. Dietary cholesterol in graded amounts: threshhold ceiling effects upon plasma free cholesterol synthesis, equilibration and circulation levels in humans. *(1993). (P. Jones, advisor)*

Rioux, Marie-France. Role of aleic acid and cholesterol in neonatal diet. *(1993). (P. Jones, advisor)*

Webster, Brenda L. Factors associated with calcium intake in adolescent athletes. *(1993). (S.I. Barr, advisor)*

Unpublished Doctoral Thesis

Arbuckel, L. Dianne. The dietary essentiality of n-3 polyunsaturated fatty acids in infant nutrition *(1993). (S. Innis, advisor)*

UNIVERSITY OF GUELPH

Unpublished Masters Theses

Badun, C. Dietary adequacy and food security status of parents in an economically disadvantaged area. *October, 1993.*

Barton, L. Evaluation of a nutrition education media program: The Nutrition Advisory column in the Hamilton Spectator Newspaper. *August, 1993.*

DeWolfe, S. The evaluation of the effectiveness of a nutrition education program for patients with hypercholesterolemia. *November, 1993.*

Ferguson, Kira. An examination of security as a hotel choice criterion by conjoint analysis. *July, 1994.*

Gerlinger, Karen. A study of organizational culture in a Canadian hotel. *August, 1994.*

Hampson, Louise. A study of decision making using the naturalist approach. *June, 1994.*

Hooper, M. Dietary intake and anthropometric status of preschool children in economically disadvantaged communities: Better Beginnings, Better Futures. *October, 1993.*

McCabe, Bonnie Jean. Attitudes and consumption behaviours of independently living 18-30 year olds regarding red meat. *May, 1994.*

Netterfield, V. Milk folate binding proteins and their impact on folate bioavailability. *May, 1994.*

O'Brien, C. Evaluation of a tool to assist primary household grocery shoppers in using nutrition labels on food production. *November, 1993.*

Vant Spyker, Jacqueline A. Toward a fuller understanding of Canadian ecotourists: A market segmentation. *May, 1994.*

UNIVERSITÉ LAVAL

Memoire inédit de maîtrise en nutrition

Boudreau, Carolle. Étude des pratiques alimentaires des enfants de 0 à 11 mois bien nourris et malnourris vivant dans des quartiers urbains défavorisés de la région de Malagalpa, Nicaragua. *1993. (Professeur Micheline Beaudry).*

*Corneau, Louise.*Évaluation de la disponibilité potentielle du calcium et du zinc dans une formule nutritive entérale enrichie de polysaccharides de soya. *1993. (Professeurs Thérèse Desrosiers et John A. Zee).*

Doh, Élise. Évaluation de la qualité microbiologique et nutritionnelle de quelques produits laitiers consommés en Côte d'Ivoire et à Québec. *1993. (Professeur John A. Zee).*

Genest, France. Relation entre l'état nutritionnel en lipides et la mastalgio cyclique dans une étude cas témoins chez un groupe de femmes non ménopausées. *1993. (Professeurs Huguette Turgeon-O'Brien et Luc Deschenes).*

Gervais, Suzanne. Perceptions des paysans et paysannes de leur sécurité alimentaire. Identification d'indicateurs alternatifs potentiels de la sécurité alimentaire dans le département de Boulsa au Burkina Faso. *1993. (Professeur Micheline Beaudry).*

Guevin, Nathalie. Effet de la quantité de fibres et du rapport de fibres solubles/fibres insolubles sur les réponses glycémique et lipimique postprandiales chez le diabétique de type II. *1994. (Professeurs Isabelle Galibois et Hélène Jacques).*

Larocque, Isabelle. Relation entre les apports alimentaires de calcium et de magnésium et la tension artérielle d'un groupe de femmes multigestes normotendues. *1993. (Professeurs Huguette Turgeon-O'Brien et Jean-Marie Moutquin).*

Montminy, Caroline. Effets de la nature des protéines et des sources de fibres alimentaires sur le métabolisme glucidique chez le rat. *1993. (Professeur Isabelle Galibois).*

Nyirabikali, Madeleine. Les habitudes alimentaires des femmes enceintes rurales et le poids à la naissance au nord-ouest du Rwanda. *1993. (Professeur Micheline Beaudry).*

UNIVERSITY OF MANITOBA

Unpublished Masters Theses

Baijal, Priti. Effects of dietary protein on hepatic and extrahepatic drug metabolizing enzymes. *May, 1994. (Advisor: Dr. Dennis Fitzpatrick).*

Trumble-Waddell, Jan. The validity and reliability of the three-day estimated food record of food intake of preschoolers provided by parents and caregivers. *May, 1994. (Advisor: Dr. Marian Campbell).*

McGILL UNIVERSITY

Unpublished Masters Theses

(Haddad) Nutritional status indicators in hospitalized patients with chronic obstruction pulmonary disease (COPD).*May, 1993.*

(Aguzzi) Comparison of two nutrient admixtures for total parenteral nutrition. *October, 1993.*

(Bross) Fluoxetine and energy expenditure in obese humans subjected to energy restriction. *October, 1993.*

(Cobrin) The interaction of dietary carbohydrate and exercise intensity during pregnancy on fetal growth and development. *October, 1993.*

(Page) The feasibility of nutritional supplementation of elderly subjects requiring community support services. *October, 1993.*

(Schafer) Hyperlipidemia post heart transplantation. *October, 1993.*

(Shalchi-Toosi) Implications of methionine and S-adenosylmethionine for the central nervous system function. *December, 1993.*

Unpublished Doctoral Thesis

(Lanoue) The effects of dietary carbohydrate on the biochemical development of the fetus and the neonate. *December, 1993*

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Unpublished Masters Thesis

The use of evaporated milk in infant feeding. *1994.*

UNIVERSITÉ DE MONTRÉAL

Mémoire inédit de maîtrise en nutrition

Bédard, Julie. Rôle des antioxydants dans la réduction de la peroxydation de la membrane erythocytaire chez des athlètes d'élite. *Hiver, 1994.(M. Ledoux)*

Cantin, Isabelle. Études sur l'effet de messages publicitaires persuasifs avec emphase affective ou cognitive sur les préférences alimentaires. *Automne, 1993. (L. Dubé)*

Chartrand, Lucie. Étude de la toxicité de la fécule de blé chez des patients atteints de la maladie coeliaque. *Automne, 1993. (E. Seidman)*

Devost, Sylvie. Événements aigus et perte pondérale chez des patients atteints de démence de type Alzheimer. *Hiver, 1994.(G. Ferland)*

Doucet, Isabelle. Rôle de la vitamine K alimentaire sur le métabolisme osseux au cours du vieillissement normal, chez le rat. *Hiver, 1994. (G. Ferland)*

Gehami, Myriam. État nutritionnel de patientes atteints d'un cancer ovarien. *Hiver, 1994.(M. Nadeau)*

Huot, Isabelle. Épidémiologie des maladies cardiovascualires: influences des habitudes alimentaires. *Hiver, 1994.(P. Ghadirian)*

Haar, Viviane. Le métabolisme de l'hexanal, un produit de la lipoperoxydation, dans le cerveau. *Hiver, 1994. (J. Montgomery)*

Launay, Brigitte. Infusion d'insuline lyspro en sous-cutané au moyen d'une pompe à insuline chez des sujets diabétiques insulinodépendants. *Hiver, 1994.*

Legault, Christiane. L'adhésion au régime alimentaire chez les partiens de l'étude CARE (Cholesterol and Recurrent Events): perception de la sévérité de la maladie coronarienne et autres facteurs associés aux croyances. *Automne, 1993. (F. Sestier)*

Letarte, Anik. Étude sur la publicité des aliments: valeurs culturelles sociales et personnelles véhiculées par la télévision française québécoise. *Automne, 1993. (L. Dubé)*

Lopez, de Pilar Maria. Comparaison de la réponse thermogénique postprandiale chez des sujets sédentaires et entraînés. *Automne, 1993. (M. Ledoux)*

Petit, Éva. Les habitudes alimentaires des haitiens. *(M. Nadeau) Automne, 1993.*

Pheland, Michele. Support nutritionnel par gastrostomie percutanée chez les personnes sidéenes légèrement malnouries. *Hiver, 1994. (M.D. Gélinas)*

Sakka, Neila. Effets de la teneur en lipide de l'alimentation sur la sécrétion du cortisol chez l'homme. *Hiver, 1994.(D. Garrel)*

Sichet, Lenuta. Étude de l'effet protecteur de la taurine et de l'acide ursodésoxycholique sur la cholestase induite par la nutrition parentérale dans le foie isolé perfusé de rat. *Été, 1994.(B. Tuchweber)*

Tchu-Ut-Gnon, Sophie. Régulation hormonale de la synthase phosphatase (syPase) et du glucose 6-phosphatase (G6Pase). *Été, 1993. (G. van der Werve)*

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Bakari, Seidou. Évaluation d'une stratégie alimentaire de lutte contre la carence en vitamine A au Niger. *Hiver, 1994.(H. Delisle)*

Dobin, Nathalie. Effets des lipides de l'alimentation sur le métabolisme des protéines chez les grands brûlés. *Hiver, 1994. (D. Garrel)*

Kerkadi, Abdelhamid. Protection contre la toxicité due aux mycotoxines (ochratoxine A) par les agents liants les acides biliaires. *Automne, 1994. (B. Tuchweber)*

Khouri, Hanane. Régulation de la glucose-6-phosphatase microsomale de foie: Étude en cinétique rapide. *Été, 1993. (G. van der Werve)*

LeBlanc, Marie-Josée. Digestion, absorption et métabolisme des triglycérides structures (synthétiques) *Éte, 1993. (B. Tuchweber)*

Mamputu Mbaki, Jean-Claude. Variabilité intra et interindividuelle et validité des méthodes d'évaluation de l'état nutritionnel en micronutriments. *Hiver, 1994. (M. Nadeau)*

UNIVERSITY OF SASKATCHEWAN

Unpublished Masters Theses

Dahl, Wendy J. The effects of lentils on calcium balance in healthy males. *Spring, 1994.*

Green, Timothy J. Effect of adding potassium bicarbonate or sodium bicarbonate on high protein induced hypercalciuria. *Fall, 1993.*

Varde, Shivlinie A. Effect of diet on production of butyrate by the human breast. *Spring, 1994.*

UNIVERSITY OF TORONTO

Unpublished Masters Theses

The biochemistry and molecular biology of human adipocyte reversion. *January, 1994.*

Parenting styles associated with childhood obesity. *January, 1994.*

Flaxseed lignans and mammary carcinogenesis. *January, 1994.*

Effect of increased meal frequency on metabolic control in diabetes. *April, 1994.*

Unpublished Doctoral Theses

Zinc deficiency in the pregnant rat affects maternal and fetal metabolism of polyunsaturated fatty acids. *January, 1994.*

Breast milk lipids analysis, determinants and subsequent feeding of the premature infant. *July, 1994.*

Mark your calendar for these upcoming Conferences, Seminars, Workshops, and other events

July 15-19
(Hyatt Regency Crystal City, Washington, D.C.) Society for Nutrition Education 1995 Annual Meeting: *Learning, Leading, and Leveraging: Mastering Our Future.*

Contact: Faye Labatt, Coordinator, Society for Nutrition Education, 2001 Killebrew Drive, Suite 340, Minneapolis, MN 55425-1882. Tel. 1-800-235-6690, Fax 612-854-7869.

September 4-15
(Beijing) Fourth World Conference on Women: *Action for Equality, Development and Peace.*

August 30- September 8
(Beijing) NGO Forum on Women, parallel conference open to all.

Contact: CBFC Secretariat, 151 Slater St., Suite 408, Ottawa, K1P 5H3; Tel. (613)563-2550; Fax (613)563-8658; TDD (613)563-1921; Registration deadline, 30 April 1995.

September 6
Worldwide Day of Women's Actions.

Contact: Toronto Women for a Just and Healthy Planet: Dorothy Goldin Rosenberg (416)960-4944 or Ana Isla (416) 769-5685.

September 19-22
(Winnipeg) Canadian Education Association Convention '95: *Educating for a Sustainable Future.*

Contact: Canadian Education Association, 252 Bloor St. W.,Suite 8-200, Toronto, Ont. M5S 1V5; Fax: 416-924-3188; E-mail: acea@hookup.net.

11-13 October
(Quebec) International Symposium *People at the Heart of Development.*

Contact: Symposium 1995 FAO, 65, Rue St. Anne, bureau 100, Québec (Québec)G1R 3X5. Tel. (418)691-7849; Fax (418)691-7815.

19-21 October
(Freising, Germany) 2nd European Interdisciplinary Meeting; *Poverty and Food in Affluent Societies.*

Contact: AGEV e.V. Postfach 10 01 06, D-83001 Rosenheim, Germany.

October 19-22
(Winnipeg) 1995 *North American Conference on the Family*

Contact: Family Services Canada/Services à la famille-Canada 600-220 Laurier Avenue West, Ottawa Ont., K1P 5Z9 220. Tel.(613)230-9960, Fax: (613)230-5884.

October 26-28
(Carlsbad, California) *World Foundation for Medical Studies in Female Health Conference.*

Contact: Tel.(516)944-3192, Fax: (516)944-8663.

January 5-10, 1996
(Ahmedabad, India) *8th International Gender and Science and Technology Conference.*

Contact: Jayshree A. Mehta, Conference Convenor, GASAT 8 Secretariat, SATWAC Foundation, A1/22, Amrapali, Sukhipura. New Shardamandir Rd., Paldi, Ahmedabad-380-007, India. Tel. 91 79 428991; Fax: 91 79 416941.

February 18-23
(Manila, Philippines) XIIth International Congress of Dietetic Association.

Contact: Canadian Dietetic Association, Tel.(416)596-0857.

July 22-27, 1996
(Bangkok) XVIIIth Congress of the International Federation for Home Economics: *Living Conditions – A Global Responsibility.*

July 27- August 1, 1997
(Montreal) *16th International Congress of Nutrition.*

Information for Contributors to *Canadian Home Economics Journal*

The *Canadian Home Economics Journal* publishes articles from home economists and others who share their interest in promoting the well- being of individuals and families. The article should address current vital issues for families and home economics/human ecology; contribute to knowledge and understanding of some area related to home economics; encourage thought and reflection on the part of the reader; and present subject matter that is accurate, up-to-date, and supported by good references and logical reasoning. Submission of a paper to the *Journal* implies that the paper is original and has not been published or currently submitted for publication elsewhere. Manuscripts will be accepted in either English or French. Letters to the Editor are welcome. Manuscripts for General and Research Articles should not exceed 3500 words. Submissions for other sections of the *Journal* range from 500-1500 words.

Manuscripts should be prepared according to detailed instructions to authors obtainable from the Editorial Committee. Some general guidelines for manuscript preparation are:

- Manuscripts should be typed double-spaced on one side of 8 1/2 x 11-inch paper, with margins of at least one inch, both sides, top and bottom.
- Do not right justify.
- Give citations in the body of the text by author's surname(s), date, and pages cited.
- Tables, figures, and illustrations, if included, should be significant to the content of the article and clearly presented, each on a separate page.
- Send three copies of the manuscript (four copies of a Research Article) with Abstract in both English and French, Biographical Note, and Reference List to

CHEJ Editorial Committee
Home Economics Publishing Collective UPEI
Department of Home Economics
University of Prince Edward Island
Charlottetown, P. E. I. C1A 4P3

If the manuscript has been produced on a computer or word processor, you will be asked to send a disc once your paper has been accepted for publication.

All articles are read by the editors and may be submitted for peer or external review. The Editor reserves the right to make editorial changes and will consult the author(s) whenever possible.

Deadlines for submission:

15 September for Winter issue
15 December for Spring issue
1 March for Summer issue
15 June for Fall issue

Information à l'intention des collaborateurs de la *Revue canadienne d'économie familiale*

La *Revue canadienne d'économie familiale* publie des articles signés par des spécialistes en économie familiale ou d'autres personnes qui s'intéressent à la promotion du bien-être personnel ou familial. Les articles doivent traiter d'un sujet d'actualité essentiel à la vie des familles, d'économie familiale ou d'écologie humaine, doivent aider à connaître et à comprendre un domaine relié à l'économie familiale, doivent inviter le lecteur à réfléchir, doivent présenter une information exacte et à jour et doivent être étayés par des sources valables et un raisonnement logique. La soumission d'un article implique que ce dernier est original et n'a pas été publié ou soumis ailleurs.

Le texte original doit être écrit en français ou en anglais pour être accepté. Vous pouvez certainement écrire à la rédaction. Les textes généraux et les études doivent contenir au plus 3 500 mots. Les textes soumis à d'autres services de la *Revue* contiennent de 500 à 1 500 mots.

Les auteurs doivent rédiger leur texte conformément aux instructions détaillées disponibles auprès du conseil de rédaction. Voici quelques règles générales de présentation :

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- Pour les citations, en inscrire la source dans le corps du texte en indiquant le nom de famille de l'auteur, la date et la page de l'ouvrage cité.
- Les tableaux, les graphiques et les illustrations doivent être pertinents et clairs et doivent être présentés sur une feuille séparée.
- Faire parvenir le texte original en trois exemplaires (quatre pour une étude), son résumé en anglais et en français, la notice biographique et la bibliographie à l'adresse suivante:

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Tous les articles sont lus par les rédacteurs et peuvent être soumis à l'évaluation de pairs ou d'indépendants. Le rédacteur en chef se réserve le droit d'éditer les textes et consultera les auteurs dans la mesure du possible.

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